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Descriptors-*ANNOTATED BIBLIOGRAPHIES, BEGINNING TEACHERS, COLLEGE SCHOOL COOPERATION, DEPRESSED AREAS (GEOGRAPHIC), EDUCATION MAJORS, INTERNSHIP PROGRAMS, LABORATORY TECHNIQUES, LABORATORY TRAINING, PARAPROFESSIONAL SCHOOL PERSONNEL, *PRACTICUMS, PRACTICUM SUPERVISION, *REFERENCE MATERIALS, SPECIALIZATION, STUDENT TEACHING, *TEACHER EDUCATION, *TEACHER EDUCATION CURRICULUM, TEACHER EDUCATORS, TEAM TEACHING, URBAN TEACHING

From some 700 books and articles on the professional education of teachers, most of them published from July 1966 through June 1967, 350 were selected for inclusion in this annotated bibliography. Entries were selected for representative quality and significance. The introduction lists 12 observations regarding trends in the field and notes the bases for a 15-category classification. Short paragraph annotations describe the contents of each entry. Though emphasis is on laboratory experiences, references are also included on college teaching in professional education courses; team teaching and paraprofessionals; students in teaching; teacher recruitment; certification, and accreditation; and studies of teaching. The largest section contains 65 entries on conditions and developments in teacher education curriculums; another 18 deal with the content and organization of the professional component in teacher education. There are separate sections on specialization in teacher education programs and on teachers for urban and depressed areas. Sections dealing with laboratory experiences include school-university responsibility for the professional laboratory, supervision in the professional laboratory, student teaching, and interns and beginning teachers. Other categories are teacher education and technology, and recent research reports. (JS)

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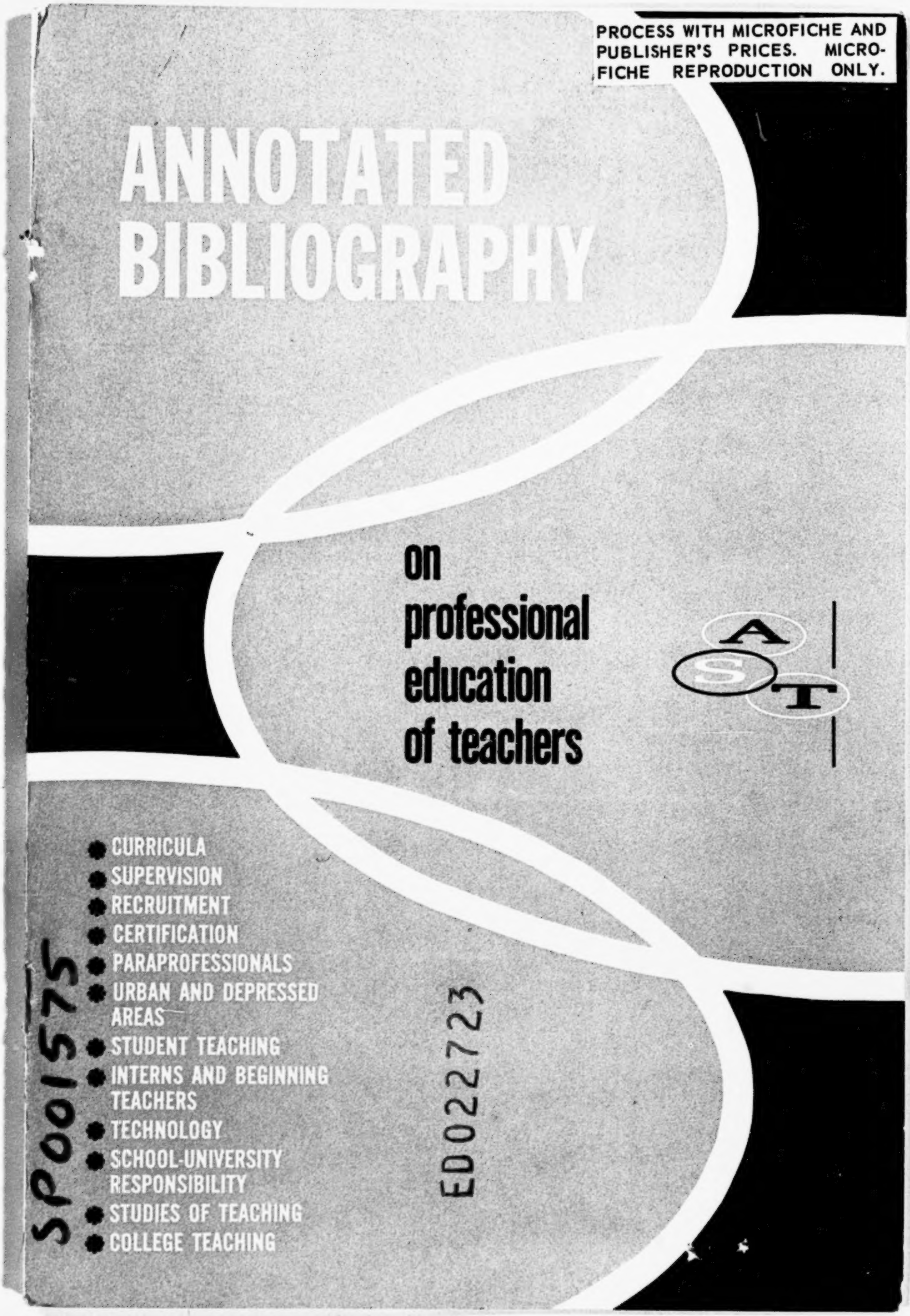

ANNOTATED BIBLIOGRAPHY

on professional education of teachers

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- CURRICULA
- SUPERVISION
- RECRUITMENT
- CERTIFICATION
- PARAPROFESSIONALS
- URBAN AND DEPRESSED AREAS
- STUDENT TEACHING
- INTERNS AND BEGINNING TEACHERS
- TECHNOLOGY
- SCHOOL-UNIVERSITY RESPONSIBILITY
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Annotated Bibliography

on

Laboratory Experiences and Related Activities in the Professional Education of Teachers

July 1966-June 1967

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FOREWORD

Since 1936 each Yearbook of the Association for Student Teaching has carried an Annual Bibliography of annotated references on student teaching and other laboratory experiences that appeared in the literature during the preceding year. The aggregate of these bibliographies is a significant record of the content being considered, of the persons doing the writing, and of the quality of professional literature in the field. Discernible in the cumulative bibliographies are the peaks and valleys of interests, problems, and issues; areas of persistent concern and modification in treatment of them; trends toward increasing the scope of matters viewed as relevant and toward more precise and rigorous examination of ideas and practices.

The Association is indebted to Professor Florence B. Stratemeyer who, until her retirement from Teachers College, Columbia University in 1965, assumed responsibility for the preparation of the bibliography. At the request of the Association in 1965, the writer agreed to discharge this responsibility, continuing the practice of involving graduate students in initial work on the location and annotation of pertinent references.

Credit for the present bibliography goes to Professor Ruth Heidelbach of Queens College, City University of New York. Professor Heidelbach worked with a group of students in their search of the literature and in their preparation of annotations. She assumed responsibility for selection of material to be included, for its organization, for analysis of substance contained in the collected items, and for editorial work. The writer served Professor Heidelbach as a consultant and assumed responsibility for the final form and editing of the document.

Margaret Lindsey
October 31, 1967

INTRODUCTION

A majority of the references included in this bibliography have appeared in the professional literature during the period of July 1966 through June 1967. An exception can be noted in the entries related to recent research reports. These studies were selected from reports of research published by the U.S. Office of Education and from bibliographies appearing in the CLASSROOM INTERACTION NEWSLETTER.

An initial search of the relevant literature by students assisting in the preparation of this bibliography resulted in the identification of well over 700 possible entries. This original listing represents an increase in the literature relevant to teacher education and in all probability reflects the change in role, problems, and concerns of both individuals and institutions involved in the preparation of teachers today. The final selection of references was the result of an analysis by the writer that attempted to identify entries that were representative of the total set of documents, characteristic of the type of thinking in the field today, and significant in their focus.

Categories in which the references are presented in this bibliography both reflect continued emphases and concerns of the profession and reveal new foci and modes of inquiry. The following observations may be made about the substance of the references appearing in the bibliography:

1. Analysis of the entries shows a continuing emphasis on prescriptive statements. Major generalizations and principles, drawn from a variety of sources, continue to stimulate thinking and provide bases for program planning and evaluating.

2. Examination of the annual bibliographies over the last decade reveals an increased emphasis on the analytical mode of inquiry. Investigators have turned to systematic study of specific phenomena, isolating and describing variables and their interrelationships.

3. The focus of much of the literature is on teacher behavior as a point of departure for developing content and organization of programs.

4. College teachers, supervisors, student teachers, and researchers are using a variety of media in their search for knowledge of curriculum and teaching.

5. Increased attention is being given to the needs and problems of beginning teachers and those individuals involved in internship programs.

6. Preparation of paraprofessionals is becoming a visible and positive concern of the professional educator.

7. Attention is being focused on joint and cooperative endeavors in the professional laboratory.

8. Supervision in the professional laboratory is being studied systematically.

9. The impact of federal funding appears to have notable influence on the focus and locale of research in teacher education.

10. Teacher educators are repeatedly reminded that they must change programs and be willing to search for knowledge related to the processes of this change.

11. Findings from recent studies of teaching are being used both for continued research on the preparation of teachers and for the design of certain elements of the professional component.

12. Individuals engaged in systematic analysis and study of teacher education continue to call on teacher educators to admit a lack of empirical knowledge related to the preparation of teachers and to search systematically for answers to their problems.

Ruth Heidelbach

American Association of Colleges for Teacher Education. "Teacher Education and the University." CHANGING DIMENSIONS IN TEACHER EDUCATION. Twentieth Yearbook. Washington, D.C.: the Association, 1967. pp. 68-80.

Discusses the "extent to which the university should assume responsibility for all aspects of teacher education and possible alternatives to existing practices." Concludes with two recommendations for the U.S. Office of Education: (a) funding for teacher education programs should be used to support these programs and not siphoned off for other purposes, and (b) some universities should be selected to experiment in developing new functional and effective teacher education programs.

________. FRONTIERS IN TEACHER EDUCATION. Washington, D.C.: the Association, 1966.

Presents papers read at the Eighteenth Annual Meeting of the American Association of Colleges for Teacher Education. Reports center around innovations in teacher education and directions teacher education might take in light of Federal support now available to education in the United States.

________. TARGETS FOR TOMORROW. Washington, D.C.: the Association, 1967.

Reports the vital issues in higher education and teacher education as discussed at the Thirteenth Biennial School for Executives of the AACTE.

"American-Intellectuals and the Schools." HARVARD EDUCATIONAL REVIEW 36: 391-588; Fall 1966.

Deals with the relationships between intellectuals and the schools in historical perspective and in the contemporary scene.

Anderson, R. H. TEACHING IN A WORLD OF CHANGE. New York: Harcourt, Brace and World, 1966.

Examines the context within which the modern American teacher works in a world of change. Attempts to help (a) future teachers prepare themselves for new roles by making them aware of the changes they will face, of forces behind those changes, and of the opportunities those changes offer; (b) each teacher evaluate the proposed innovations and adapt them to special characteristics of his own pupils; and (c) the teacher decide which innovations to accept and which to reject. First two chapters set the stage; the remaining chapters consider questions of school organization and grouping, roles within the school, school architecture, and the school library function.

Bagford, Jack. "Quality Teachers for Our Elementary School." JOURNAL OF TEACHER EDUCATION 17: 307-311; Fall 1966.

Maintains that quality education can be provided for all if there is an adequate supply of qualified teachers, particularly male teachers. "To obtain these quality teachers, those concerned with providing quality educational experiences for the youth of America should devote more time and energy toward building a teacher image which would encourage capable young men to choose elementary school teaching as a lifetime career."

Berman, Louise. FROM THINKING TO BEHAVING. New York: Teachers College Press, 1967.

Examines a variety of instructional devices and materials and their roles in helping students to set worthwhile tasks for themselves and to become more thoughtful persons. Stresses assignments and the crucial difference they can make in the way pupils take in, process, and use information.

Brembeck, Cole S. SOCIAL FOUNDATIONS OF EDUCATION: A CROSS-CULTURAL APPROACH. New York: John Wiley & Son, 1966.

Presents a comprehensive view of pertinent aspects of the social foundations of education with supporting research. Raises questions which should be considered by the student of education; includes references on these questions.

Broudy, Harry S. "The Continuing Search for Criteria." CHANGING DIMENSIONS IN TEACHER EDUCATION. Twentieth Yearbook. Washington, D.C.: American Association of Colleges for Teacher Education, 1967. pp. 30-39.

Focus on the "blind alleys" which have not been fruitful in determining criteria. "We need a kind of crude phenomenological description of what we do and mean when we judge a teacher in the classroom." Submits that experience comes about similarly in any field, from specialization to knowing the rules for applying criteria and theories as to why the rules are applicable. Cites two obstacles in the search for criteria, "disagreements about purpose and nature of education and the role of the teacher in our public schools." Concludes by urging educators to become "painfully lucid in our notions of the teacher as a professional."

________. "Innovation and Curriculum Decisions." JOURNAL OF CALIFORNIA TEACHERS ASSOCIATION 63: 14-17; January 1967.

Maintains there is no systematic way to introduce educational innovation into teacher education programs, nor are there simple ways to judge its efficacy. Asserts the following factors should be considered in evaluating any innovation: (a) Does it fit into the current school program? (b) Does it help prepare the children for the world as it will be when they finish school? (c) What is the relationship of innovation to the total domain of knowledge? Does it integrate knowledge? (d) Is the learning-teaching style appropriate for the content of the new curriculum? Predicts that there will be many changes and suggests that college teaching staffs seek solutions to the problems that accompany innovation.

Bruner, Jerome, and others. STUDIES IN COGNITIVE GROWTH. New York: John Wiley & Son, 1966.

Focuses on three systems for representing information through action, imagery, and through the symbolism of language. Chapter themes include nature of cognitive growth, equivalence, asking questions, perceptual recognition, conceptual strategies, multiple ordering, relational concepts, conservation of liquids and solids, relationship of culture and conservation, and the relationship of culture and equivalence.

Childs, John L. "A Second Look at Dr. Conant's Report." THE EDUCATIONAL FORUM 31: 265-274; March 1966.

Discusses reactions of educators to Conant's report on teacher education in America. Contrasts Conant's concept of teacher education with those held by professional educators. Discusses responsibility of the education profession for knowledge about the nature of the child and process by which he learns.

Dandes, Herbert M. "Psychological Health and Teaching Effectiveness." JOURNAL OF TEACHER EDUCATION 17: 301-306; Fall 1966.

Suggests that the effectiveness of teachers may be increased by modifying the college curriculum to include experiences directed toward producing teachers who are more self-actualizing and effective. Teacher characteristics considered in the reported study were permissiveness or warmth, absence of authoritarianism, openness of belief system, and liberalism of educational viewpoints.

Davis, Robert B. THE CHANGING CURRICULUM: MATHEMATICS. Washington, D.C.: Association for Supervision and Curriculum Development, 1967.

Describes the many and varied new methods, skills, and resources available to the teacher of mathematics. Specific projects and school programs are examined. Discusses preparation of teachers.

DeCecco, John. THE PSYCHOLOGY OF LANGUAGE, THOUGHT, AND INSTRUCTION. New York: Holt, Rinehart and Winston, 1967.

Draws upon the behavioral sciences in discussing such topics as cognitive development, psychology of meaning, instruction of language and thought, and research on concept formation. Each section includes an introduction lending unification to the text and indicating the relevancy of current research problems to the area under discussion.

Denemark, George and MacDonald, James B. "Preservice and In-Service Education of Teachers." REVIEW OF EDUCATIONAL RESEARCH 37: 233-247; June 1967.

Reports research in teacher education since the date of the Conant study. Topics: general education, substantive knowledge, professional sequence, student teaching, internships, and in-service education. Review of literature revealed (a) funding for program development not theory development, and (b) lack of theoretical basis in research. Cites promising areas for research.

Denton, David E. "A Call for a Society of Educologists." SCHOOL AND SOCIETY 95: 82-83; February 1967.

Calls for the formation of an organization which will bring together those professionals who are trained and interested primarily in the study of education and in the study of teacher education. The philosopher, sociologist, historian, psychologist, researcher, and other specialists interested in the study of the structure and processes of education would be important figures.

Donovan, Rev. Charles F., S.J. "Tradition and Innovation in Teacher Education." CHANGING DIMENSIONS IN TEACHER EDUCATION. Twentieth Yearbook. Washington, D.C.: American Association of Colleges for Teacher Education, 1967. pp. 11-23.

Focuses upon values which "undergird any new dimensions or innovations." Major goals for the next decade should be "healing the scandalous schism between education faculties and professors of the academic disciplines," "increased social sophistication" among professionals and teachers preparing to teach, and greater realistic contact between school and community. Envisions radical new programs preparing teachers destined for the inner-city schools, a revolution in information processing through computor technology, and changing teacher roles.

Drabick, Lawrence W. "Perceivers of the Teacher Role, The Teacher Educator." JOURNAL OF TEACHER EDUCATION 18: 51-57; Spring 1967.

Reports a study which suggests that perceptions of the teacher role held by teacher educators are inconsistent with role performance recorded by teachers. Teachers tend to accept the values of the local population in substitution for those of the professional educator.

Dressel, Paul L. "Symposium: Teaching Teachers to Provide Liberal Education--Liberal Education at Elementary and Secondary Levels." JOURNAL OF TEACHER EDUCATION 18: 152-158; Summer 1967.

Sees the goals of liberal education as (a) knowledge and understanding of one's cultural heritage, (b) facility in communication skills, (c) development of ability in reasoning and judgment, (d) awareness of and competency in the modes of inquiry of the various disciplines, (e) knowledge of value differences and consciousness of one's personal values. A truly liberal education depends on a new conception of the role of elementary and secondary education, greater selection of teacher personnel, and the extending of greater autonomy and academic freedom for teachers at these levels.

Dunfee, Maxine. ELEMENTARY SCHOOL SCIENCE: A GUIDE TO CURRENT RESEARCH. Washington, D.C.: Association for Supervision and Curriculum Development, 1967.

Reports a summary of innovations and research in science education. Serves as a guide to contemporary research for teachers and curriculum workers involved in science education.

Edelfelt, Roy and Allen, Wendell C., editors. THE ROLE OF THE STATE DEPARTMENT OF EDUCATION IN TEACHER EDUCATION: THE SEATTLE CONFERENCE. Olympia, Washington: The State Superintendent of Public Instruction, 1967.

Reviews "beliefs and procedures" in teacher education as expressed by conference participants who focused primarily on the structure and substance of programs. Role of the state agency was always in view.

Elam, Stanley, editor. IMPROVING TEACHER EDUCATION IN THE UNITED STATES. Bloomington, Indiana: Phi Delta Kappa, 1967.

Includes papers presented to the Twenty-Ninth Council of Phi Delta Kappa on formal teacher preparation in the United States. Problems discussed include foundational studies in teacher preparation, urban education, academic background of teachers and relationships between school and university in teacher education. Suggests more relevant and more effective school-university relationships in teacher preparation. Transcripts of discussion held by the participants highlighting the important questions raised by each speaker are presented.

Ellis, Helen C. "Doctoral Studies on the Education of Teachers." JOURNAL OF TEACHER EDUCATION 17: 359; Fall 1966.

Presents a list of doctoral dissertations on the education of teachers and administrators accepted by American universities during the academic year 1964-65.

Engbretson, W. E. "Creative Programs in Teacher Education." NEA JOURNAL 55: 45-47; December 1966.

Discusses important projects that have been funded by the federal government in an effort to improve teacher education, including the Kansas City Inner City Teacher Education Project for Urban Education, various projects utilizing video tape and films, and public schools. Concludes that there is a renewed vigor in teacher education.

Gowan, John Curtis; Demos, George D.; and Torrance, E. Paul, editors. CREATIVITY: ITS EDUCATIONAL IMPLICATIONS. New York: John Wiley & Son, 1967.

Presents thirty-six articles on educational implications of creativity. Deals broadly with the following topics: characteristics of creativity and ways of increasing it; a curriculum for creativity; guidance and measurement of creativity; theoretical implications of creative learning, thinking and concept forming; teachers and parents as sources of creativity; and current research on creativity.

Hangartner, C. A. "Teacher Education: A Concern of the Total College." LIBERAL EDUCATION 52: 434-441; December 1966.

States that teacher education and liberal education must have many points of contact if the student is to be well prepared for the classroom encounter. Suggests that (a) the goal of teacher education "is the person who goes into the classroom"; (b) the means of teacher education are a concern of the whole college; (c) the investment in teacher education must be a substantial one in funds, faculty, and facilities; and finally (d) teacher education must be carried out in conjunction with other agencies responsible for proper preparation and for staffing the schools. Asserts that cooperation is only one part of what is meant by teacher education program being a concern of the whole institution. Teacher education must be the whole planned college experience of the student, not merely a sequence of educational subjects.

Havighurst, Robert J. "Symposium: Teaching Teachers to Provide Liberal Education--Liberal Education and Categories of Pupils." JOURNAL OF TEACHER EDUCATION 18: 159-172; Summer 1967.

Suggests that a methodology of education aimed at teaching children how to learn must be developed for each category of students. Four categories of students, based on both attitudes and socioeconomic levels, are defined for both elementary and secondary schools.

Hazard, William R. THE TUTORIAL AND CLINICAL PROGRAM OF TEACHER EDUCATION. Evanston: Northwestern University Press, 1967.

Describes an approach to teacher education now in operation at Northwestern University in which students are involved in four years of intensive work in the actual classroom situation rather than going through a series of formal education courses. Reports on six aspects of the program: (a) planning, (b) task force for operation, (c) the program itself, (d) the students, (e) research and evaluation, and (f) future directions.

Hilliard, Asa G. "Cross-Cultural Teaching." JOURNAL OF TEACHER EDUCATION 18: 32-35; Spring 1967.

Discusses problems in communication which are likely to arise in cross-cultural teaching. Solution to the communication problem lies in the teacher's respect for his pupils.

Keeton, Morris, editor. "Symposium: Teaching Teachers to Provide Liberal Education." JOURNAL OF TEACHER EDUCATION 18: 133-172; Summer 1967.

Describes a symposium on liberal education as being concerned with "the whole of a student's development and society's needs for education." A liberal education is to be accomplished "by inducing inquiry and discovery, by expanding a student's knowledge, by deepening the power of his concepts, and by widening and enriching his intrinsic satisfactions."

King, John E. "The President's Address." CHANGING DIMENSIONS IN TEACHER EDUCATION. Twentieth Yearbook. Washington, D.C.: American Association of Colleges for Teacher Education, 1967. pp. 24-29.

Emphasizes the need for change and plurality. Relates ten basic functions of AACTE and how each is prospering. Discusses the leadership and commissions of the organization. Concludes with the suggestion that members watch for "changing dimensions" in the 1967 Annual Meeting.

Kliebard, Herbert M. "The Patterning of Classroom Discourse." JOURNAL OF TEACHER EDUCATION 17: 469-480; Winter 1966.

Reports that a major part of teacher education should be concerned not only with skills but with the ability to analyze what goes on in the classroom. The essential part of this analysis is observation within a conceptual framework.

Kneller, George. LOGIC AND LANGUAGE OF EDUCATION. New York: John Wiley & Son, 1966.

Discusses the "logical components of the educational process and the role of logical analysis in educational discourse." Calls for balance between logic and psychology in education. Treats nature and modes of logic, logic of inquiry, relationship to education. Discusses informal analysis and its relationship to education.

Langer, J. M. "Culture Gap in Michigan Education." MICHIGAN EDUCATIONAL JOURNAL 44: 23-24; April 1967.

Reports responses to questionnaire distributed by the State Commission on International Understanding (Michigan). Suggests that teachers should be encouraged to become more competent in teaching about Asia and Africa or non-western cultures. Recommendations stress the necessity of understanding non-western culture for the full understanding of a planet and peoples who live together on it and emphasize the design of a program for teachers to gain competency in knowing other cultures.

Lee, Gordon C. "The Changing Role of the Teacher." THE CHANGING AMERICAN SCHOOL. Sixty-Fifth Yearbook, Part II. National Society for the Study of Education. Chicago: University of Chicago Press, 1966.

Presents ways in which the role of the American teacher and the common perceptions of that role have changed in recent years. Examines teaching and teachers in the period since the outbreak of World War II. Attempts to compare perceptions of the late 1930's with those of the mid-1960's.

Leeper, Robert R., editor. HUMANIZING EDUCATION: THE PERSON IN THE PROCESS. Washington, D.C.: Association for Supervision and Curriculum Development, 1967.

Records the major papers presented at the Twenty-Second Annual Conference of ASCD. Reaffirms the belief that education is "people business" and the goals of education must take into account the students in the process. Presents implications for teacher education.

Massialas, Byron G. and Zivin, Jack. CREATIVE ENCOUNTERS IN THE CLASSROOM. New York: John Wiley & Son, 1967.

Presents the results of a three-year study in which the ideas of Bruner, Piaget, Beberman, Schwab, Conant, Phenix, and others concerning curriculum organization and instructional procedures were implemented in the classroom. Provides suggestions for teaching through methods of inquiry, discovery, problem-solving, or induction and gives examples of how teachers can maximize student creativity.

Melby, Ernest O. "Symposium: Teaching Teachers to Provide Liberal Education--The Contagion of Liberal Education." JOURNAL OF TEACHER EDUCATION 18: 134-137; Summer 1967.

States that humanization of teachers is the vital task of a teacher preparation program. Humanization is seen as compassionate involvement with others which results in a sense of oneness with all men and an attitude of love for and belief in the student.

Metz, John. TEACHER PRODUCTIVITY--1966. Washington, D.C.: American Association of Colleges for Teacher Education, 1967.

Reports the number of undergraduates completing requirements for initial certification in the areas of nursery, elementary, junior high, high school, and special education as well as the number of new teachers certified in master of arts in teaching programs, master's, sixth year degrees, and doctor's degrees in education.

Miel, Alice with Kiester, Edwin. THE SHORTCHANGED CHILDREN OF SUBURBIA. New York: The Institute of Human Relations Press, 1967.

Presents the findings of a four-year study designed to discover how the public elementary schools in a representative suburban community prepare children for understanding differences among people. Recommends reappraisal of general aspects of current school practice in light of the following goals: (a) emphasis on the prediction of consequences, inference making, and the application of values, and

(b) inclusion in the curriculum of such matter which would help the children form a realistic picture of their own community as compared with others in the United States and abroad, help the children gain some insight into their own values and the values of others, and help develop an empathetic understanding of other people. Makes concrete proposals for carrying out the various phases of the program.

Miller, George L. "Collaborative Teaching and Pupil Thinking." JOURNAL OF TEACHER EDUCATION 17: 337-358; Fall 1966.

Reports a study which indicates that the major tasks in the education of teachers suggested by the collaboration model used in the study included learning to (a) give assignments, (b) direct discussion and ask questions, (c) give information, (d) give evaluation, (e) set expectations, (f) regulate action, (g) make criteria public, and (h) facilitate the entire process.

Miller, Richard I. "Regional Educational Laboratories." PHI DELTA KAPPAN 48: 144-149; December 1966.

Reports on the inauguration of twelve regional educational laboratories set up under the Elementary and Secondary Education Act of 1965. Describes the operation and goals of this new program to enhance research and training. Suggests that evaluation and study will be required before any success can be attributed to the laboratories.

National Education Association, National Commission on Teacher Education and Professional Standards. REMAKING THE WORLD OF THE CAREER TEACHER. Washington, D.C.: the Commission, 1966.

Reports the results of the 1965-66 TEPS Regional Conferences. Among the suggested proposals were (a) underwriting part or all of the tuition and expenses of teachers enrolled for advanced course work; (b) sending teams of teachers to observe firsthand new and promising practices in various parts of the country; (c) setting up committees of teachers to review existing programs and to devise curriculum improvements; and (d) releasing teachers from extra and non-professional duties.

Nunnery, Michael Y. and Wyatt, W. W. "Innovation in Teacher Education: An Appraisal." PEABODY JOURNAL OF EDUCATION 44: 71-76; September 1966.

Appraises two teacher-education programs at Marshall University, West Virginia: the standard program pursuing the college catalog requirements, and a program which offers an opportunity in junior and senior years to receive two semesters of on-the-job experiences. Standard tests, college grade point averages, GNC Educational Views Inventory, interviews were employed to measure significant differences between groups. None were found. However, the cooperating program was found to give the beginning teacher a "sense of status" and flexibility in meeting course requirements for the degree.

Pfitzer, Dorothy. "Give Us A Chance." PEABODY JOURNAL OF EDUCATION 44: 331-332; May 1967.

Defends the four-year plan of teacher education in light of those who advocate a five-year program. Suggests that the young teacher is anxious to teach, more interested in classroom situations than in graduate school, and may not be financially able to take an additional year for study.

Potter, Robert. THE STREAM OF AMERICAN EDUCATION. New York: American Book Co., 1967.

Presents a picture of the school as "an integral segment of America's cultural history." Ideas, movements, experiments are developed parallel to periods of social revolution ranging from colonial times to today's struggle with racial integration and academic freedom. Chapters conclude with discussion questions and primary and secondary references.

Rancow, L. E. "Advanced Degrees Indicate Teacher Interest." MINNESOTA JOURNAL OF EDUCATION 47: 70+; January 1967.

Asserts that the awakened interest of teachers in advanced education has been the antecedent of an enormous growth in the number and size of graduate schools and divisions. Presents statistical evidence to support this assertion. Summarizes the objectives of the graduate programs in colleges as being research, scholarship, intellectual maturity, and professional preparation.

Raths, James; Pawcella, John R.; and Van Ness, James C. STUDYING TEACHING. New Jersey: Prentice-Hall, 1967.

Presents fifty-eight essays dealing with ways in which teachers can monitor "their teaching so that they will be cognizant of their own teaching behavior. Teachers as students of learning should be aware of alternative teaching tactics." Focuses on the nature of teaching, classroom interaction, decisions in planning, evaluation, methodology, teaching for valuing and thinking, meeting emotional needs of children, discipline, motivation, and research. Each major section concludes with questions which might facilitate synthesis and reinforce basic ideas.

Reichert, E. C. "Symposium: Teaching Teachers to Provide Liberal Education--Some Innovations in Education with Implications for Teacher Education." JOURNAL OF TEACHER EDUCATION 18: 149-152; Summer 1967.

Sees education as a leading or drawing out of a student's own inner resources. Maintains that a student's experience in independent study at the undergraduate level is a necessary precondition for any increase in self-directed education.

Robison, Helen. "Education of Kindergarten Teachers." VIRGINIA JOURNAL OF EDUCATION 60: 32; Summer 1966.

Asserts that a key problem of our time is how to move toward procedures for handling large numbers of would-be teachers without dehumanizing the process. Kindergarten teachers need more skills than ever before. Teacher education should provide earlier opportunities to put theory into practice. States need for more collaboration between public school systems and colleges. Concludes that teacher education must teach teachers to become and remain permanent learners.

Russell, James E. "Preparation for Teaching: A Modest Proposal." JOURNAL OF TEACHER EDUCATION 17: 503-513; Winter 1966.

Summarizes an address given before the Association for Student Teaching concerning the general preparation of teachers and the increasing need for the professional status of the teaching profession.

Sanford, Nevitt. WHERE COLLEGES FAIL. San Francisco: Jossey-Bass, 1967.

Discusses the student as a person. States the "case for individual development as a primary aim of education." Examines (a) educational goals and today's students, (b) personality theory, (c) aspects of student development, (d) educational environment, and (e) colleges' links with society.

Schrag, Peter. "Symposium: Teaching Teachers to Provide Liberal Education--Partners in Wonder." JOURNAL OF TEACHER EDUCATION 18: 137-141; Summer 1967.

Advocates liberal education as a style of thought. The aim of liberal education should be to make the educational process something more than training and something other than a program.

Seguel, Mary Louise. THE CURRICULUM FIELD: ITS FORMATIVE YEARS. New York: Teachers College Press, 1966.

Describes and gives historical perspective on "the nature and value of curriculum making." Looks at the contributions of six leaders chosen to give insight into early concerns and proposals in the study of the curriculum. Sees the influence of these writers as "more a history of the whole developing enterprise than the chronicle of the development of one specialized aspect of it." Analysis is focused on the writings of Bobbitt, Caswell, Charters, Dewey, McMurry, and Rugg.

Silberman, Harry F., and others. "The Effect of Educational Research on Classroom Instruction." HARVARD EDUCATIONAL REVIEW 36: 295-318; Summer 1966.

Reports the discussion of six members of a symposium conducted at the 1965 convention of the American Educational Research Association to analyze the following charges against current educational research: (a) educational research does not contribute to practice because researchers produce articles in journals rather than viable instructional materials, (b) researchers are training teachers who accept prevailing educational practices rather than those who are able to experiment and evaluate, (c) there are no experimental schools to be used as laboratories by those engaged in research.

Smith, E. Brooks. "Symposium: Teaching Teachers to Provide Liberal Education--A Liberal Education for the Young?" JOURNAL OF TEACHER EDUCATION 18: 141-149; Summer 1967.

Emphasizes the importance of intellectual development for liberal education of the child. The approach is the child's perception of his own world. Importance both of integration of subject matter and of language in the growth of intellectual activity is stressed.

Sorensen, Garth. "Suggestions for An Improved Curriculum in Teacher Education." JOURNAL OF TEACHER EDUCATION 17: 324-328; Fall 1966.

Suggests that the task of improving the professional curriculum can best be accomplished by professional educators for neither academic training nor teaching experience automatically qualifies a person for this task. Difficulties arise not in developing new ideas but in putting these ideas into effect. Another problem arises from the anxiety which accompanies change. "If professional educators are to regain a significant decision-making role in public education, they must somehow overcome their inertia and learn to tolerate the anxiety of change."

Stinnett, T. M. "Revolution and Teacher Education." JOURNAL OF TEACHER EDUCATION 17: 279-281; Fall 1966.

Discusses the revolution now taking place within the educational establishment. Suggests that revolution within our schools should begin with teacher education. This is the point of departure as teacher educators take a searching look at what schools and teachers are to be during the next two decades.

Taylor, Harold. "The Teacher in the World." CHANGING DIMENSIONS IN TEACHER EDUCATION. Twentieth Yearbook. Washington, D.C.: American Association of Colleges for Teacher Education, 1967. pp. 40-67.

Believes the teacher is at the center of the communities of the world. These communities have the power to create a new and common culture. States a two-fold proposal for American action: (a) colleges of Liberal Arts and Sciences should be converted to colleges for students and teachers and students should learn by teaching; (b) each year send 50,000 student teachers abroad for student teaching, 50,000 student volunteers into disadvantaged communities, and bring 15,000 foreign students to teach in our schools in order to make a world community and world curriculum. Speaks of the trend toward multipurpose university and to the "multiversity." Discussants reacted to the major points.

Travers, Robert M. W. "Taking the Fun Out of Building a Theory of Instruction." TEACHERS COLLEGE RECORD 68: 49-60; October 1966.

Argues that the conception of "theory" must be clarified if theories of instruction are to make sense. Conceives a theory of instruction as "consisting of a set of propositions stating relationships between measures of the outcome of education and measures of both the conditions to which the learner is exposed and the variables representing characteristics of the learner." Compares theories of instruction to sermons. "Exposure to sermons does not necessarily make for better ways of living."

Tyack, D. "Small Colleges and Teacher Education." SCHOOL AND SOCIETY 94: 326-327; October 1966.

Defends the small liberal arts college teacher education curricula, but strongly suggests major changes and movements in the education curricula must be made. Preparing teachers for the challenges of the classroom requires the help of scholars, philosophers, psychologists, social scientists, master teachers, and college supervisors--all needed in the liberal arts education curricula.

Van Dalen, D. B. UNDERSTANDING EDUCATIONAL RESEARCH. New York: McGraw-Hill, 1966.

Declares that his objectives are to imbue students with respect for a scientific spirit of inquiry and to acquaint them with problem solving techniques that will help them in their academic, personal, and professional lives. Asserts that helping classroom teachers comprehend terminology and tactics of the research world is of paramount importance. Discusses current knowledge of research strategy and tactics. Describes needs in scholarly investigations as (a) location of problem, (b) tools to be employed, (c) sequence of events, (d) skills needed, (e) research tools available, and (f) study habits and attitudes conducive to fruitful work.

Verduin, John R., editor. CONCEPTUAL MODELS IN TEACHER EDUCATION. Washington, D.C.: American Association of Colleges for Teacher Education, 1967.

Presents thirteen essays on the theoretical foundations of teacher education. As a "resource book," the research and theories of contemporary educational researchers and theoreticians are presented. Implications for improving teacher education programs are included.

Wiggins, Sam P. "The American Teachers College Revisited." JOURNAL OF TEACHER EDUCATION 18: 227-232; Summer 1967.

Describes the eight teachers colleges which will remain on the American scene in 1970. Institutions retaining this title face a crucial choice. "Either they will show themselves as worthy pioneers or they will come to be regarded as the vestigical remains of a bygone era."

Avila, Donald and Usher, Richard. "Educational Problems Real or Imaginary." IMPROVING COLLEGE AND UNIVERSITY TEACHING 14: 118-119; Spring 1966.

States that any evaluation of teacher education must begin with an identification of the problem, not with an attempt at the solution of problems that depend only on intuition or "good authority" for their existence.

Blackman, A. F.; Fletcher, J. L.; and Yanofsky, S. M. "Students Rate Their Profs and Courses." PHI DELTA KAPPAN 48: 266-269; February 1967.

Outlines and discusses the effects of student rating on all aspects of education courses taken at Harvard University Graduate School of Education. Asserts the program has had considerable success in improving course content and student-faculty dialogue. Concludes that this program can lead in directions which will produce educational values for the participants.

Dietrich, John E. SOME SELECTED MATERIALS FROM A CONFERENCE TO STIMULATE RESEARCH AND DEVELOPMENT ON CURRICULAR AND INSTRUCTIONAL INNOVATIONS IN LARGE COLLEGES AND UNIVERSITIES. East Lansing, Michigan: Michigan State University, 1967.

Reports on what did and did not occur during the five-day conference to stimulate research and development on curricular and instructional innovations in large colleges and universities which was held at East Lansing, Michigan, on November 6-11, 1966. Includes abstracts by participants which give their views as to key innovations in their respective campuses in the Fall of 1966. States in critique, which introduces report, that the following have not received due emphases at the conference: the curriculum, pressure for change and improvement, the concern of the large university, the "drop-in student" (transfer), and the proper use of resources available at the conference. Materials on the conference are available in microfilm or reprints from ERIC Document Resume, Department of Health, Education and Welfare, Office of Education, Washington 25, D.C.

Feldman, Robert. "Preceptorship and Improved Teaching." IMPROVING COLLEGE AND UNIVERSITY TEACHING 14: 19-21; Winter 1966.

Describes and analyzes an experience in teacher-trainee assignment and its influence on more effective teaching. The experience contributed also to the teaching skills and abilities of the preceptor himself, provided the preceptor with the possibility of examining to a degree the efficacy of various teaching techniques and the recognition of the need to utilize such methods with flexibility and creativity.

Gordon, S. B. and Whitefield, Raymond P. "A Formula for Teacher Education Preparation." JUNIOR COLLEGE JOURNAL 37: 26-29; May 1967.

Reports the recommendations and guidelines suggested by the participants in a workshop dealing with the preparation of teachers for community colleges. Defines a community college as an institution dedicated to the concept of a comprehensive educational program with definite concerns for vocational preparation as well as for scholarly accomplishment. Suggestion is made that future community college teachers serve an internship of such length and depth as to produce an understanding of the complicated situation presented by the heterogeneous nature of the community college student body. Both vocational and technical instructors and the liberal arts faculties agreed that knowledge of subject matter should have top priority for community college instructors but teaching effectiveness requires competence beyond the instructor's specialty.

Justman, Joseph. "Responsibility of the Educational Psychologist for Teacher Training." PEABODY JOURNAL OF EDUCATION 44: 160-164; November 1966.

Maintains that the role of the educational psychologist in teacher education is (a) to develop the student's understanding of the dynamics of technical skills, (b) to improve the effectiveness of the student's ability to learn, (c) to help the student become familiar with the basic vocabulary of education, and (d) to foster an appreciation and understanding of educational research.

Lee, Calvin B. J., editor. IMPROVING COLLEGE TEACHING. Washington, D.C.: American Council on Education, 1967.

Deals with most of the current issues and research findings concerning college teaching. Examines the academic community, the academician and professor, the process of teaching and learning, innovations in college teaching, and means of evaluating this teaching. Addresses these subjects from different vantage points and allows for divergent opinions.

Nussel, Edward J. and Villemain, Francis T. "The Dual Socratic Method in College Instruction." JOURNAL OF TEACHER EDUCATION 17: 452-455; Winter 1966.

Suggests that the "Dual Socratic Method" is one means for dealing with the continual rise in college enrollments. The method involves a two-man dialogue, in the Socratic fashion, before a class of up to 1,000 students.

Perel, W. M. and Vairo, P. D. "Needed: Dialogue Between Professors of Education and Academicians." LIBERAL EDUCATION 52: 470-478; December 1966.

Presents ways of bringing about dialogue between professors of education and academicians. Suggests the organization of a university committee on teacher education to be composed of one member from each of the academic departments plus one or more members of the education faculty at any large university. Argues that conversations between professors of education and other professors are not going to take place by accidental meetings on a campus. Since the education faculty has the primary responsibility for coordinating the campus-wide effort in teacher education, it follows that they must initiate the articulation between themselves and other departments.

PILOT PROJECT FOR IMPROVING COLLEGE TEACHING: THE FLORIDA COLLEGE TEACHING PROJECT. Tampa: University of South Florida, 1967.

Reports the findings of a research project designed to discover an effective program for improving college teaching, to determine fresh and creative ways for making students responsible for their own learning, and to develop means of evaluating both teacher and student growth.

Rensselaer Polytechnic Institute. "Physical Science for Nonscientists." PHYSICS TODAY 20: 60-64; March 1967.

Describes development of a two-semester course in physical science designed chiefly for prospective elementary school teachers, presently being tested in twenty-three colleges and evaluated for validity.

Smith, Frank. "Methods Courses as Seen by Students." IMPROVING COLLEGE AND UNIVERSITY TEACHING 14: 120-121; Spring 1966.

States that methods courses satisfy students' needs, and that they are changing and will continue to change in order that they may continue to satisfy the need for which they were originated.

Spaights, Ernest. "Students Appraise Teachers' Methods and Attitudes." IMPROVING COLLEGE AND UNIVERSITY TEACHING 15: 15-17; Winter 1966.

Presents a study comparing the views of high-achieving and low-achieving students regarding methods used and attitudes shown by their teachers. Reveals, among others, that students both with high and low grade point averages felt that there was too much emphasis on the lecture method in most of the freshman courses taught in the Ohio State University.

Webb, Neil J. "Innovation in Student Discussion and Related Procedures." Paper presented to the American Psychological Association Convention, New York, September 1966.

Reports that the first project year of the student-directed discussions was devoted to trying new approaches and techniques and tailoring discussion methods to a variety of academic courses. Lists the advantages expressed by faculty and students: more emphasis on comprehension, tolerance of other's views, students' ideas clarified, organized, greater interest in subject matter, improved communication between students and instructors, and students more actively involved in learning. Cites the disadvantages and the means by which they are to be remedied. Concludes that fundamental changes will come only after consistent efforts are directed toward making intellectual self-reliance a powerful tradition on campus rather than just a transient temptation.

Weiner, Bernard. "An Honors Course in Introductory Psychology." JOURNAL OF EDUCATIONAL RESEARCH 60: 187-189; December 1966.

Presents a study to specify and measure some of the benefits that might accrue to students in an honors course in introductory psychology. Compares honors class students with a control group remaining in a large lecture situation on academic performance and variables such as attitudes, interest, independent work, attendance, and others. Reports that the honors group was superior in academic achievement, perceived the course as more enjoyable and challenging, had a greater interest in psychology, and more positive attitudes toward psychology, missed fewer classes, and initiated more independent inquiries into the subject matter. Notes no evidence that honors course students change their major or minor area, or that they elect more psychology courses because of the honors program.

20. Yalman, R. G. "Teaching Intern Program in Biology and Chemistry." SCIENCE EDUCATION 50: 309-313; October 1966.

Proposes a teaching internship program in college science teaching aimed at recruiting post-doctoral educators for the college teaching of science. Describes some steps that have been taken in this direction.

Yamamoto, K. "Does Teacher Creativity Make a Difference in Pupil Learning?" ELEMENTARY SCHOOL JOURNAL 67: 265-270; February 1967.

Describes investigation of teacher and pupil creativity. Implications are discussed in terms of teacher preparation and professional laboratory experiences. Suggests that future elementary school teachers might best be served by greater specialization in a particular subject area. Relates this position to the implementation of team teaching practices.

Arrowsmith, W. "Future of Teaching." JOURNAL OF HIGHER EDUCATION 38: 131-143; March 1967.

Examines the antinomies of research and teaching. Views teaching as the molding of men, not merely as the diffusing of knowledge. Holds that scholarship can no longer educate, that it has had the effect of destroying what education might provide: a common culture. Proposes the creation of liberal graduate education to resist the conformity imposed by research cartels. Considers impossible to reconcile research and teaching, except at the expense of teaching, and urges the separation of the two.

Association for Supervision and Curriculum Development and the Center for the Study of Education. THE WAY TEACHING IS. Washington, D.C.: the Association, 1966.

Includes four reports from a seminar on teaching focusing on the following questions: (a) What are the questions in teaching that must be answered by research? (b) Is current research in teaching directed to the questions that count most? (c) What are the gaps in research, in what direction should we be moving, how can our goals be achieved?

Bellack, Arno A.; Kliebard, Herbert M.; Hyman, Ronald R.; and Smith, Frank L. THE LANGUAGE OF THE CLASSROOM. New York: Teachers College Press, 1966.

Deals with description and analysis of the teaching process in terms of linguistic behavior of teachers and students in high school social studies classes. Summarizes results of research on rules of classroom games of teaching. States these rules are implicit, have few deviations and furnish a descriptive model of what actually occurs in the classrooms. Notes five general rules. Suggests that research within actual classroom setting, under some degree of control, is a useful mode of investigation for the study of classroom teaching.

Berman, Louise M. and Usery, Mary Lou. PERSONALIZED SUPERVISION: SOURCES AND INSIGHTS. Washington, D.C.: Association for Supervision and Curriculum Development, 1966.

Discusses a representative group of studies of teaching and supervision which provide insights into the description of teaching behavior. An indication is given as to the potentialities in supervisory practice which are possible when precision of method coupled with expertise in human understanding permeates supervisory behavior.

Biddle, Bruce J. "Methods and Concepts in Classroom Research." REVIEW OF EDUCATIONAL RESEARCH 37: 337-357; June 1967.

Reviews five specific characteristics of recent research on classroom behavior. Believes that even though a wide range of phenomena has been investigated, "it is difficult for both the reviewer and the investigators to understand the relationships between their findings and those of others." Suggests that a three-fold conceptual system would make it possible to develop an empirical theory of instruction. The three types of concepts are: (a) classroom activities, (b) public discourse of interactive moves, and (c) classroom language usage.

Boyd, Robert D. and Devault, M. Vere. "The Observation and Recording of Behavior." REVIEW OF EDUCATIONAL RESEARCH 36: 529-551; December 1966.

Deals with selected theoretical and empirical work in the areas of observational techniques and the collecting and recording of observational data. Suggests a classification of category systems using two dimensions: (a) the situations in which observation is made: classroom, small group, and others; (b) the behavior observed: social-emotional, cognitive, overt. Examines the category systems according to (a) their different levels of constructs, (b) their descriptive vs. evaluative purposes, (c) their inclusiveness or exclusiveness, (d) the discreteness or continuousness of the categories, (e) the units of time/behavior. Examines the problems of sampling, of the focus of the observer, of the effects of conditions on observational data, of the laboratory vs. field research.

Cohen, Elizabeth. "Status of Teachers." REVIEW OF EDUCATIONAL RESEARCH 37: 280-295; June 1967.

Reviews recent descriptive studies of theoretical definitions and suggests problems and new areas of research. Two needed research patterns are: (a) shift to theoretically oriented studies and (b) more attention to correlated variables affecting central propositions.

Denny, David. "A Preliminary Analysis of an Observation Schedule Designed to Identify the Teacher-Classroom Variables Which Facilitate Pupil Creative Growth." CLASSROOM INTERACTION NEWSLETTER 2: 47-51; November 1966.

Reports the use of a classroom observation schedule to identify the complex of teacher and pupil behaviors which contribute to pupil's creativity. Findings indicate: (a) the schedule, for the most part, had "true dimensions"; (b) the hypothesis that classroom climate and general structuring contribute to higher pupil creativeness was not supported.

Gage, N. L. and Unruh, W. R. "Theoretical Formulations for Research on Teaching." REVIEW OF EDUCATIONAL RESEARCH 37: 358-370; June 1967.

Presents an analysis of research on teaching concerning descriptive and prescriptive approaches and models of teaching. Discusses the relationship between theories of teaching and learning. Reviews literature which synthesizes studies of teaching and writings that indicate directions for future research.

Gallagher, James J. "New Directions in Special Education." EXCEPTIONAL CHILDREN 33: 441-447; March 1967.

Presents questions and assumptions about special education to be considered for future planning in teacher education, research areas, and curriculum development. Describes development of a study of classroom observation and analysis which concluded that even when curriculum is constant its interpretation varies with each teacher. Suggests that more attention will be paid to teacher-student interaction and sequencing of ideas and materials, presenting the need for varied research techniques and approaches. Examines teacher training programs in special education and raises questions of in-service and/or summer programs to modify and improve teacher behavior, in a continuous training program.

Herbert, John D. A SYSTEM FOR ANALYZING LESSONS. New York: Teachers College Press, 1967.

Describes teaching in a real school situation. Focuses on teaching as an art and on the integrity of the teacher as an artist. Attempts to build a theory of instruction and the strategy of "inductive-deductive-inductive" which differs from what has characterized the field so far. Seeks to describe, not to prove. Provides a means for the artist to be more aware of his behavior. Covers the following main topics: ways of teaching and the teaching of lessons, the components of the lesson, lesson forms, ideal type lesson forms, real cases, charting the lesson, and some uses of lesson analysis.

Herman, Wayne L., Jr. "An Analysis of the Activities and Verbal Behavior in Selected Fifth-Grade Social Studies Classes." JOURNAL OF EDUCATIONAL RESEARCH 60: 339-345; April 1967.

Reports a study of the relationship between the pattern of verbal behavior and the kinds of activities used in the teaching of social studies. Shows that teachers in the course of their instruction verbally interact with children for significant amounts of time. Indicates that the most significant influence in the classroom is the teacher and how the teacher's verbal behavior affects the children either positively or negatively in achievement and attitude formation. Recommends that the more reliable verbal interaction system be used intensively in workshops with teachers that they can analyze their own verbal patterns for improvement.

Hunt, David E. "A Situational Testing Approach to Assessing Teacher Trainees." Paper presented to the American Educational Research Association, New York, February 1967.

Describes the employment of a method entitled "Communication Task" in an attempt to assess the sensitivity and flexibility of teacher education students. Assessment of student's sensitivity, as a factor, proved not to be a sufficient criterion for classroom performance.

Hyman, Ronald. "The Language of the Classroom: Implications for Supervisors and Teachers." JOURNAL OF SECONDARY EDUCATION 42: 106-114; March 1967.

Discusses in detail four pedagogical moves which provide a simple and neat system for observing the verbal behavior of both teachers and pupils. States briefly the implications of the framework of the language of the classroom for supervision and teacher education.

Jensen, Paul H. A STUDY OF SELF-EVALUATION APPLIED TO IN-SERVICE EDUCATION. Monmouth: Teacher Research Division, Oregon State System of Higher Education. (Unpublished)

Reports a study testing the proposition of Carl Rogers that individual creative progress is better facilitated by internal rather than external evaluation. Teachers are given instruction on self-observation. They are asked to write out specific objectives for lessons then presented on video tape and evaluated by the individual. The teacher has the opportunity to change his performance as he sees fit and at his own pace. Coding and analysis of initial tapes are now underway and show great variability in teachers' ability to criticize their own performance. Additional groups will be assessed during the second year of this project.

Joyce, Bruce R. and Harootunian, Berj. THE STRUCTURE OF TEACHING. Chicago: Science Research Associates, 1967.

Views the essential task of the teacher to be one of decision making, diagnosing the learner's needs, and prescribing a remedy from a pharmacy of knowledge. Classifies teaching into five interrelated processes: (a) making and using knowledge, (b) shaping the school, (c) teaching with strategy, (d) creating interpersonal climates, and (e) controling a teaching personality.

________ and Hodges, Richard. "Instructional Flexibility Training." JOURNAL OF TEACHER EDUCATION 17: 409-416; Winter 1966.

Presents a system which is designed to help teachers to be more flexible in their teaching behavior. Flexibility is accomplished through (a) training the teacher to analyze teaching through several frames of reference, (b) helping the teacher to discriminate his own teaching behaviors through the analytic schemes provided, (c) helping the teacher plan goals for enlarging his repertory of teaching behaviors, and (d) providing feedback about progress toward these goals.

Kallenback, W. W. MICROTEACHING AS A TEACHING METHODOLOGY. Conference on Instructional Methods and Teacher Behavior, Laboratory for Educational Research and Development. Berkeley, California: the Laboratory, 1966.

Asserts that the development of the video tape recorder has added a major dimension to the methodology of teaching. Summarizes the history of the use of video tape recorders in instruction. Presents the Stanford Intern Program and the development of microteaching program in that institution. Reports three studies conducted using microteaching as a basis: (a) the effect of self-feedback and reinforcement on the acquisition of a teaching skill, (b) the effect of feedback and practice conditions on the acquisition of a teaching strategy, and (c) the effect of modeling and feedback variables on the acquisition of a complex teaching strategy. Includes twenty-five references.

May, Frank B. and De Vault, M. Vere. "Hypothetical Dimensions of Teachers' Communication." AMERICAN EDUCATIONAL RESEARCH JOURNAL 4: 271-278; May 1967.

Analyzes the verbal behavior of thirty-six teachers by means of a rating system that contains thirty-four categories. By statistical factor analysis, identifies four communication patterns: (a) structural orientation (large amount of teacher direction); (b) factual orientation (heavy reliance on recitation); (c) personal orientation (relating of academic knowledge to pupils' nonacademic experiences); and (d) boundary orientation (primacy of discipline).

Medley, Donald and Hill, Russell. "OScAR at Temple." CLASSROOM INTERACTION NEWSLETTER 2: 11-14; November 1966.

Investigates relationship between the Flanders Interaction Analysis Technique (FIAT) and a new Observation Schedule and Record-Verbal (OScAR 4V) in the classrooms of seventy secondary school interns. Analysis of data incomplete. States computer scoring provides "more sensitive means" of feedback.

Minor, Frances. "Toward an Art-Science of Questioning: A Critical Inquiry into a Strategic Teaching Function." Unpublished doctoral dissertation. New York: Teachers College, Columbia University, May 1967.

Attempts to uncover the factors involved in questioning as a strategic teaching function and to develop a comprehensive framework within which to evaluate a teacher's questions-in-pattern. Concludes that a large share of the problems of education may be found to center in teacher questioning and that this task is one which can be approached more productively if we view patterns of questions rather than categorizing by types of single questions.

Nelson, Lois N. "Teacher Leadership: An Empirical Approach to Analyzing Teacher Behavior in the Classroom." JOURNAL OF TEACHER EDUCATION 17: 417-425; Winter 1966.

Reports an effort to measure the process and product of classroom teaching through a study of the effects of certain patterns of teacher behavior on pupil products through time. The Flanders System of Interaction Analysis is used in this study which concludes, "Perhaps, as educators inquire further into the nature of teaching strategies, the complexities of the learning problems are dependent on a theory of learning that encompasses the many subtleties implicit in the teaching act."

Nuthall, Graham. "University of Illinois Project on the Strategies of Teaching." CLASSROOM INTERACTION NEWSLETTER 2: 20-24; November 1966.

Develops a method of documenting and analyzing the way in which teachers and students shift topics during discussion occurring in continuous sequence. Preliminary analysis indicates that different patterns or "moves" affect learning but the effect depends on the idea being taught.

Openshaw, M. Karl and Cypbert, Fredrick R., with Overly, Norman V. and Smith, Edgar Ray. DEVELOPMENT OF A TAXONOMY FOR THE CLASSIFICATION OF TEACHER CLASSROOM BEHAVIOR. Columbus, Ohio: College of Education, The Ohio State University, 1967.

Reports a study attempting (a) to describe and synthesize the efforts which have been made in the field of education in analyzing classroom behavior, (b) to develop a taxonomy of teacher classroom behaviors which accounts for the observable dimensions of interaction in the classroom, and (c) to test empirically the sufficiency of the taxonomy. Concludes that because of the varying conceptual viewpoints and foci, previous studies could not be synthesized into a single "classification and analysis of teacher behaviors." System developed is seen as limited to "the gross and middle-range levels of teacher behavior." Reports problems encountered in the study as well as implications for possible future research focused on more precise data, more discrete behaviors, and empirically validated relationships between teacher and learner behavior.

Rinne, Carl H. "Teaching in Small Groups." ENGLISH JOURNAL 56: 289-292; February 1967.

Describes small-group process as a conference technique in which teacher participation must be minimal and leadership must remain with the students.

Rippey, Robert M. "A Contrast Between the Teacher and Materials." SCHOOL REVIEW 74: 283-291; Autumn 1966.

Reports a study of two types of instruction, by the errorless teacher and by the errorless materials. Mean scores for the teacher-taught class were consistently higher than mean scores for the materials-taught class. Questions motivating power of programed instruction.

Sanders, Norris M. CLASSROOM QUESTIONS. New York: Harper and Row, 1966.

Describes a system of questions that will encourage use of ideas rather than memorization. Shows how his "taxonomy of questions" leads students to think in the following categories: memory, translation, interpretations, application, analysis, synthesis, and evaluation. Offers suggestions for composing questions.

Schulman, Anne Shaaker. ABSORBED IN LIVING. Washington, D.C.: National Association for the Education of Young Children, 1967.

Narrates the interaction among children and teachers at a cooperative nursery school. Teaching young children through a process of learning about themselves, each other, and the world about them is the focus of this writing.

Shaver, James P. "A Dual Role for Systematic Observation: A Review of the Research." CLASSROOM INTERACTION NEWSLETTER 2: 25-30; November 1966.

Reports a study of differences between experimental and control groups of seventh and eighth grade social studies classes in knowledge of analytic concepts. Classroom observation provided a "reliable and valid quantitative method for verifying the independent variable of teacher style, and a more valid technique for assessing student learning of analytic concepts."

Simon, D. and Sarkotich, Diana. "Sensitivity Training in the Classroom." NEA JOURNAL 56: 12-14; January 1967.

Describes a sensitivity-training program sponsored by the National Education Association. Discusses the development of observation, participation, and feedback in the classroom that leads to correction of errors and improvement of counseling techniques.

Skatkin, M. N. "Basic Trends of Research on Problems of Didactics." SOVIET EDUCATION 9: 9-20; February 1967.

Examines the current status of the basic problems of didactics and indicates the direction of further research in three broad areas: (a) the content of education, logical analysis of the structure of the disciplines taught in schools, the historical development of the main ideas and concepts of the disciplines, the sequences in which to present the materials to be learned, the relationships between the disciplines, and the choice of information to be included in school subjects; (b) the process of instruction, problem-solving and investigative method, didactic bases of the relationships of instruction to life, use and role of visual aids, nature and forms of independent study, learning of scientific concepts, programed instruction, and structure of lessons; and (c) theoretical problems and methods of research, the effect of instruction on development, the elaboration of theories encompassing questions related to the needs of the society, the content of instruction, the instructional process and the development of the self, and the improvement of the methods of educational research.

Stephen, Robert W. and Treadwell, Yvonne. "Personality Variables Related to the Effectiveness of a Creativity Training Program." JOURNAL OF EXPERIMENTAL EDUCATION 35: 64-75; Winter 1966.

Reports the findings of three studies. First considers the importance of selected personality characteristics in a situation where the individual works alone. The second considers the importance of a selected personality characteristic in a situation where the individual works as a member of a two-person team or "dyad." The third considers performance in "dyadic situation to clarify some of the relationships discovered in Study Two." Reports there is a growing evidence that the effectiveness of creativity training programs depend on the match between participant, educational approach, and key situational variables.

Stockton, Ann Lee. "Classroom Language Clues to Teaching." EDUCATION 87: 73-77; October 1966.

Cites the Bellack system for analyzing verbal interaction on the secondary level as perhaps a technique to be used for the analysis of verbal interaction on the elementary level. Indicates there is little difference between the language of elementary teachers and that of secondary teachers. Implications for effective teaching are drawn.

Strasser, Ben. "A Conceptual Model of Instruction." JOURNAL OF TEACHER EDUCATION 18: 63-74; Spring 1967.

Describes a conceptual model of instruction in which instruction is viewed as a two-way street. Implicit in the model is the goal-directed behavior of those involved. The model provides a unifying element through which some of the studies about various aspects of instruction may be related.

Suchman, J. Richard. "Didactics." THE INSTRUCTOR 76: 25, 26; March 1967.

Contrasts the techniques and outcomes of a sample lesson in which the teacher dominates and gives all the answers with one in which pupils make their own connections between terms and situations. Suggests that teachers feel more secure in didactic teaching but that the learnings achieved through student inquiry are more successful in terms of long-range objectives.

________. "A Model for the Language of Education." THE INSTRUCTOR 76: 33 + 92-94; August-September 1966.

Describes an educational language based on a theoretical model of functions inherent in the thinking-learning process.

Proposes to examine the ways in which any one of these functions affects any other, by what means they all work as a single unit, and how external conditions modify internal functions. Defines meaning as the resultant of interaction encounter between the experience and organizer--the learner's response mechanism. The organizer must extract meaning from the encounter. Reasons that the more organizers available to the learner, the more meanings he will be able to glean from any encounter and likewise the more encounters a learner has, the greater the chances for new meanings.

Sweatman, Charles. "Operation: New Outlook." THE CLEARING HOUSE 41: 67-73; October 1966.

Presents a model for the development of in-service training in self-assessment and growth techniques which hopefully will help teachers find new solutions to educational problems evolving from within the existing pattern of the school.

Twelker, Paul A. PROMPTING AS AN INSTRUCTIONAL VARIABLE IN CLASSROOM SIMULATION. Monmouth: Oregon State System of Higher Education, 1966.

Indicates the results of a research on the educational implications of prompting. The findings report that giving prompts focused the students' subsequent responses and made learning more efficient in terms of the number of sessions required for learning.

________. "Simulation and Teacher Preparation." THE SCHOOL REVIEW 75: 197-205; Summer 1967.

Reports observations in classroom simulated laboratories through the medium of sound motion pictures and printed materials. Presents students' responses to problematic situations filmed so that the class seems to be reacting directly to the student teacher viewing the film. States this permits the supervisor to shape the behavior of the student teacher, since the feedback is controlled. Feels that this technique helps solve problems in the placing of student teachers. Instructional simulation makes the student teacher focus on a problem and explore a variety of solutions, realism in simulation is not as important as instructor differences and length of instruction. Initial evidence indicates transfer of learning from the simulated to the real experience.

Waetjen, W. B. "Recent Analysis of Teachers." BULLETIN OF THE NATIONAL ASSOCIATION SECONDARY SCHOOL PRINCIPALS 50: 17-30; December 1966.

Reviews several studies. Analyzes these reports to see whether there are the similar patterns in the findings. Focuses on the following research using certain criteria for deeper analysis: (a) Hughes' study of elementary teaching, (b) Bellack's study of high school teaching, (c) Flanders' study of teacher influence, and (d) Perkins' study of classroom activity. Concludes that the picture of teaching presented by these investigators is vastly different from that picture expressed and hoped for in curriculum guides. There is a great difference between what and how we profess to be teaching and what is actually going on in the classrooms. Concludes that in all of the studies learner is cast in a passive role, the data consistently support that the level of cognition or thinking in a typical classroom is low, and most of the meanings are expressed by teachers.

Withall, John and Fagan, Edward R. "The Effects of a NDEA Institute on the Content and Verbal Behavior Used by English and Reading Teachers to Instruct Disadvantaged Youth." CLASSROOM INTERACTION NEWSLETTER 2: 15-19; November 1966.

Compares content and methods used by classroom teachers before and after an institute participation in order to determine changes in verbal behavior and choice of teaching materials. Results: (a) verbal behavior not significantly changed and (b) use of new materials seems significant.

Wright, E. and Muriel J. "Interaction Analysis to Study Pupil Involvement and Mathematical Content in the Five State Project of the Minnesota National Laboratory." CLASSROOM INTERACTION NEWSLETTER 2: 5-10; November 1966.

Focuses on hypotheses concerning patterns of "involvement and content behaviors" in experimental and control classrooms over a two-year period. Findings relate no significant differences.

Yamamoto, Kaoru. "Analysis of Teaching." THE SCHOOL REVIEW 75: 205-215; Summer 1967.

Differentiates between theories of teaching and theories of learning. Notes need to evolve "prescriptive" theories of teaching to cover strategies and tactics of instruction. States that while group behavior has been recorded and observed, individual pupil perceptions and peer interactions are more frequently analyzed. Reports need for a new model of the instructional group for observation of three dimensions of individual variation: activity, task ability, and likeability. Questions whether at this time educators can make sense out of heterogeneous measures for the study of the individual-group-institutional system.

Alilunas, Leo J. "What Do College Students Know About American Education?" PEABODY JOURNAL OF EDUCATION 44: 219-221; January 1967.

Refutes the criticism leveled against education courses by pointing to the general lack of knowledge by students about American education. Professional education courses are needed to enlighten students about American education, its history, structure, philosophy, operation, and problems.

Amidon, Edmund J. and Hunter, Elizabeth. "Case Approach to Preparing for Teaching." HIGH SCHOOL JOURNAL 50: 297-301; March 1967.

Presents an example of how the case method can be used to help prospective teachers develop important teaching skills. Gives examples which show significantly different approaches taken by teachers concerned with a similar problem. Notes how, during the skill session, ideas are presented, developed, and translated into teaching behavior by prospective teachers.

Ananiev, B. G. "Problems of Pedagogical Anthropology." SOVIET EDUCATION 8: 19-29; October 1966.

Defines pedagogical anthropology as a synthetic study of man dealing especially with the bonds between the hygienic-health and social-pedagogical conditions of the development of the rising generation. Examines three major problems of pedagogical anthropology: (a) the variety of the homogeneous and heterogeneous interconnections between education and development and the combining of these within the general developmental structure, (b) the relation of the maturation of functions to the maturation of the structure of the brain, (c) the acceleration of the development of rising generations under contemporary conditions.

Bond, Jack H. USING SIMULATION TECHNIQUES TO CHANGE ATTITUDES OF EDUCATION MAJORS TOWARD PROFESSIONAL COURSE OBJECTIVES. Monmouth: Report of the Teaching Research Division, Oregon State System of Higher Education, 1965.

Assumes that the primary reason for the apathy expressed by college students toward education courses is the lack of concrete experiences for the learner related to the course content. Holds the view that most teacher preparation still follows the "cart before the horse" approach in giving preservice students theory before they have any experiences which could relate to theory. Asks whether simulated experiences could provide college students with the impact necessary to change their attitudes toward the content of educational courses. Findings were not significantly conclusive but seem to indicate a positive change and advisability for additional research in this area.

Brim, Burl J. "Attitude Changes in Teacher Education Students." JOURNAL OF EDUCATIONAL RESEARCH 59: 441-445; July-August 1966.

Investigates the effect of a teacher education program upon the attitudes of undergraduate students toward children. Notes that the greatest amount of change occurs early in the teacher education program. Submits that actual laboratory experiences are most effective in changing attitudes, but states that students perceive the methods of instructors to be almost as effective as laboratory experiences.

Cave, William M. and Halsted, Donald L. "Sociology of Education." REVIEW OF EDUCATIONAL RESEARCH 37: 74-81; February 1967.

Examines the current status of research in two selected areas of the sociology of education: (a) the social systems aspects of the school: grouping of pupils, amount of structure in the classroom, determinant effect of social class, teacher-student relations, group dynamics, organizational theory; (b) the impact of outside variables: social class, verbal activity, racial segregation, religious faith, social change.

Drumheller, Sidney J. and Paris, John. "An Effective Approach for Incorporating Teaching Experiences in Methods Courses." JOURNAL OF TEACHER EDUCATION 17: 290-295; Fall 1966.

Discusses a program for facilitating student teaching experiences now in effect at the State University of New York College at Brockport. Groups of approximately ten members each in a methods course plan a four-week unit of work and go three times a week into a classroom where each member individually presents the unit to small groups of from two to four children. This experience is followed immediately by seminar and appraisal. Program provided a method of presenting meaningful experiences in professional courses prior to student teaching.

Frey, Sherman and Ellis, Joseph. "Educational Psychology and Teaching: Opinions of Experienced Teachers." TEACHERS COLLEGE JOURNAL 38: 88-91; December 1966.

Reports a study concerning the relationship of undergraduate educational psychology and the effectiveness of teacher performance in elementary and secondary classrooms. In their present form, educational psychology courses give little help to the teacher in the classroom. Implications and suggestions are made for teacher education institutions.

Grein, Mary Odell. "An Analysis of the Integrated Block Program Within the Professional Sequence in the Preparation of Elementary School Teachers at Lock Haven State College with Proposals for Faculty Study." Unpublished doctoral dissertation. New York: Teachers College, Columbia University, 1967.

Compares the data compiled from a questionnaire sent to the 1965 membership of American Association of Colleges for Teacher Education and that procured from the Lock Haven Block Program with guidelines evolved from professional literature of the past fifteen years. Calls for (a) additional integration of content through combined classes, over-all projects and participations, (b) a teacher-student ratio of one to twenty and flexible scheduling to allow time for planning and conferring, (c) further integration of subject matter, (d) integration of theory and practice aided by initial period of observation, (e) more individualization of the program, and (f) evaluation of the program by all involved.

Gross, B. "Challenging Change in Methods Courses: Project Combine." MINNESOTA JOURNAL OF EDUCATION 47: 20-21; January 1967.

Reports an experimental program in reading education that takes students out of classroom to work on a one-to-one basis with a child who has reading problems. The program goes counter to some traditional methods of teaching education courses. Student teachers work from the inductive method, from instances of behavior to principles.

Harap, Henry. "A Review of Recent Developments in Teacher Education." JOURNAL OF TEACHER EDUCATION 18: 5-19; Spring 1967.

Summarizes views of scholars, commissions, professional organizations, and critics. Includes thirty-one references studying the preparation of teachers.

Hunter, Elizabeth and Amidon, Edmund. "Direct Experiences in Teacher Education: Innovations and Experimentation." JOURNAL OF TEACHER EDUCATION 17: 282-289; Fall 1966.

Discusses six areas of experimentation and innovation relating to the future role of direct experience in teacher education: (a) the expansion of direct experience with children so that it occurs throughout the professional sequence, (b) the use of media, (c) the joint responsibility of school and college for the preparation of teachers, (d) new means for financing student teacher programs, (e) varying approaches to full-time direct experience with children, and (f) emphasis upon the study of teaching and the use of systems for analyzing teacher-pupil interaction in the classroom.

Ivie, Stanley. "Dead Fish and Professional Education." PEABODY JOURNAL OF EDUCATION 44: 344-346; May 1967.

Contends that professional education has neglected the theoretical in favor of the practical. A school of education, if it wishes to be admirably worthy of its tasks, must have a department of educational foundations. Such a department would make education intellectually respectable, promote interdisciplinary studies, and offer criticism from within.

Kiell, Norman. "Emotional Reactions of Preservice Teacher Trainees." THE CLEARING HOUSE 41: 542-546; May 1967.

Describes the intense and raw emotional experiences of preservice teacher education students who were assigned to work with youth in community agencies, giving them an opportunity to explore and examine their own feelings in relation to a group of children in a social setting. Reactive patterns of hostility, anger, aggression, need for exercising authority, the recapitulation of middle-class values, and the prejudice toward minority groups became evident. Students recognized these defects intellectually, but were unable to handle them emotionally.

Spaights, Ernest and Blum, Lawrence P. "Social Reinforcement Counseling as an Adjunct to a Course in Education." JOURNAL OF EDUCATIONAL RESEARCH 60: 256-259; February 1967.

Studies the effect social reinforcement counseling has on attitudes toward teaching and the accuracy of self-estimation held by beginning education students. Describes the treatment of three groups that received individual counseling, group counseling, and no counseling for four sessions with social reinforcement as the major technique. Concludes that social reinforcement counseling in individual or group setting is effective for changing attitudes toward teaching but not effective for increasing students' accuracy of self-estimated teacher attitudes. Notes that group counseling is as effective as individual counseling for changing MTAI scores of beginning education students.

Waimon, Morton D. and Hermanowicz, Henry J. "Helping Prospective Teachers Classify and Study Teaching Behavior." TEACHERS COLLEGE JOURNAL 38: 97-102; December 1966.

Reports a study focusing on the development of a conceptual system to be utilized by prospective teachers in the study of teaching behavior. Such a system, consisting of words and definitions, would enable the student to identify and differentiate what he sees when observing teaching.

Wheeler, James E. "Philosophy of Education." REVIEW OF EDUCATIONAL RESEARCH 37: 5-20; February 1967.

Identifies the major trends in philosophy of education and notes the more significant works that define these trends: existentialism, linguistic analysis, and normative philosophy. Examines also the discussions of the works of great philosophers (Whitehead, Dewey) and notes the appearance of two new themes: philosophical psychology and history of philosophy of education.

Wolcott, Harry F. "Anthropology and Education." REVIEW OF EDUCATIONAL RESEARCH 37: 82-95; February 1967.

Contrasts research studies and popular accounts in anthropology. Suggests that the educational anthropology literature consists mainly of popular accounts. Examines the place and role of anthropology in teacher education programs. Describes pilot projects in anthropology curriculum for high schools and elementary schools. Reviews the recent studies of the school as an acculturative agent, as an enculturative agent, and as an object of anthropological inquiry.

Allen, Virginia F. "Teaching Standard English as a Second Dialect." TEACHERS COLLEGE RECORD 68: 355-370; February 1967.

Asserts that attitudes, approaches, and procedures germane to the teaching of foreign languages should be applied to the teaching of English as a second dialect. Standard English is a "second language" for millions of people. It is not necessary for dialect to be completely supplanted--it serves a function in the home and community.

Bern, Henry A. "Wanted: Educational Engineers." PHI DELTA KAPPAN 48: 230-236; January 1967.

Claims that a new universal structure in education is now developing. Points to three developments as evidence: (a) the technical vocabulary in the field of education, (b) courses oriented toward human engineering and technology in schools of education, and (c) industrial-publishing combines. Declares that education must recognize the need and importance of the engineering specialist in education. Suggests that educational institutions consult and cooperate with industrial organizations and that courses be developed which will lead to a professional degree in educational engineering.

Broudy, Harry S. "Preparation of Teachers for Aesthetic Education." ART EDUCATION 20: 29-32; March 1967.

Proposes an outline of a program for teachers in aesthetic education. The proposal assumes that such teachers should be monospecialists with a generalizing potential. The specialized part of the program would include (a) training in performance of at least one art; (b) course work in history of art, criticism, formal aesthetics, and humanities; (c) laboratory experiences and clinical study; (d) internship.

Curtis, William C. "New Perspectives in Science Teaching." SCHOOL SCIENCE AND MATHEMATICS 66: 655-660; October 1966.

Describes changes in teaching of science which are likely to result from current investigations into science teaching on all instructional levels. Suggests that science at elementary school level become more process-oriented and as the student advances emphasis shift from process to content. Teacher education programs will have to reflect this by maximum teacher participation in new programs designed to improve caliber of science-teaching.

Dietrich, Dorothy M. "Standards and Qualifications for Reading Specialists." THE READING TEACHER 20: 483-486; March 1967.

Discusses standards for professional training of reading specialists and describes various categories of reading specialty. Emphasizes growing need for upgrading present standards and places responsibility for this on the reading specialists themselves in a continuing inquiry into professional excellence.

Fagan, E. R. "Stereotypes of English Teachers." JOURNAL OF SECONDARY EDUCATION 42: 129-135; March 1967.

Reports a study of teacher characteristics. Provides information about the method and procedure employed in this study. Concludes that although public image of the English teacher has improved over the years, morale building among English teachers seems necessary so that they can believe the general public's high regard for the professional status.

Gallagher, James J. and Chalfant, James C. "The Training of Educational Specialists for Emotionally Disturbed and Socially Maladjusted Children." SOCIAL DEVIANCY AMONG YOUTH. Sixty-Fifth Yearbook Part I, National Society for the Study of Education. Chicago: University of Chicago Press, 1966. pp. 398-422.

Reports current thinking on the development of programs for educational personnel working with disturbed and socially maladjusted children. Examines the needed skills and competencies of teachers, suggests special training programs for these teachers, sketches the general structure of such a program, and sets criteria for selection of persons to work directly in such educational programs.

Schwartz, Louis. "An Integrated Teacher Education Program for Special Education--A New Approach." EXCEPTIONAL CHILDREN 33: 411-416; February 1967.

Proposes an integrated teacher education curriculum for special education. Reviews the history of special education and the concept of diagnostic teaching as the basis for a teacher education program designed to close the gap between accumulated knowledge regarding exceptionality and existing teacher education programs. Sees role of special class teacher as educational diagnostician and practitioner requiring integration of observation and practicum experience with study of normal child growth and development, study of deviations in psycho-social and physical growth, clinical child study practices, remediation and interdisciplinary team approach in a four-year undergraduate program.

Shugive, Michael T. "National English Projects and Curriculum Change." BULLETIN OF THE NATIONAL ASSOCIATION OF SECONDARY SCHOOL PRINCIPALS 51: 92-100; April 1967.

Reports how the Illinois State-Wide Curriculum Study Center in the Preparation of Secondary School English Teachers and the English Teacher Preparation Study are responsible for improvement in teacher preparation.

Smith, Mark C. "The Case for Teachers Who Are Specifically Prepared to Teach in Junior High Schools." JOURNAL OF TEACHER EDUCATION 17: 438-443; Winter 1966.

Reports the results of 291 questionnaires sent to principals and superintendents concerning the education of junior high school teachers which indicate that (a) administrators found junior high school teachers added to their staff in recent years better prepared in subject matter than in professional education, (b) the majority of administrators rate a teacher specifically trained for the junior high school as more successful than one trained for the elementary or secondary level, and (c) teacher failure in the junior high school is due primarily to inability to cope with youngsters of this age.

Taylor, Harvey, and others. "Ideas and People at the Las Vegas 1967 AAHPER Convention, March 9-14, 1967." JOURNAL OF HEALTH, PHYSICAL EDUCATION AND RECREATION 38: 18-32; June 1967.

Focuses on preparation for prospective teachers of physical education and recreation. Relates basic concepts of teaching, process of learning, values of and responsibilities to students, and behavioral sciences to the undergraduate physical education curriculum. Lists the serious gaps in the preparation of young people for teaching positions and outlines ideas on the proper education of potential teachers. Gives various views of the subject by different contributors.

Thomas, R. B. "Innovative Music Education Programs." MUSIC EDUCATORS JOURNAL 53: 50-54; May 1967.

Reviews a study of new concepts, procedures, and achievements in music learning as developed in selected music education programs. Although programs are diversified in nature and locations, experimental work generally falls into one of these four categories: (a) content, (b) strategies, (c) media, and (d) performance and literature. Identifies many common factors in the programs. Concludes that this movement stems from the will of a teacher in the classroom.

Burnett, Collins and MacMinn, Paul. "A Comparison of Teacher Education Students and Non-Teacher Education Students on Measures of Academic Aptitude and Achievement." JOURNAL OF TEACHER EDUCATION 17: 312-323; Fall 1966.

Discusses a comparison of teacher education students and non-teacher education students at Ohio State University on a series of standardized lists. Results of the study indicated that non-education students scored higher on the Ohio State Psychological Examination and Ohio State Mathematics Screening Test while the education students had a higher cumulative point hour ratio and performed better on the Ohio State English Placement Test than non-education students.

Costin, Frank and Kerr, William D. "Effect of a Mental Hygiene Course on Graduate Education Students' Attitudes and Opinions Concerning Mental Illness." JOURNAL OF EDUCATIONAL RESEARCH 60: 35-39; September 1966.

Measures the effect of a mental hygiene class for graduate education students on four attitudes and one opinion factor toward mental illness: authoritarianism, benevolence, mental hygiene ideology, social restrictions, and interpersonal etiology. The mental hygiene course effected a positive change in some of the verbal attitudes and opinions. Suggests further study to discover particular combinations of subject matter, teaching approach, and the personality characteristics of students that are differentially related to a change in attitude about mental illness.

Curran, Robert L. and Guertin, Wilson H. "The War on Poverty and the Social Origins and Training of Education Students." JOURNAL OF TEACHER EDUCATION 17: 456-463; Winter 1966.

Reports a study of the social origins of students in the Education Department at the University of Florida, 1944 and 1963. Shows a declining dispersion in the social origin of education students with the percentage of middle class individuals increasing while upper and lower class individuals become proportionally less evident.

Davis, Hazel. "Profile of the American Public School Teacher." NEA JOURNAL 56: 12-16; May 1967.

Reports on the personal and professional status of American public school teachers. Utilizes several charts and graphs to produce a picture of several aspects of teacher background, experience, and personal life.

Dennis, Lawrence E. and Kauffman, Joseph F., editors. THE COLLEGE AND THE STUDENT. Washington, D.C.: American Council on Education, 1966.

Consists of essays representing students, faculty members, administrators, and public officials as they look at the present-day college student, the intellectual climate in which he has been raised, and the campus environment in which he finds himself. Emphasizes current problems but attempts also to place them in historical perspective.

Giebink, John W. "A Failure of the Minnesota Teacher Attitude Inventory to Relate to Teacher Behavior." JOURNAL OF TEACHER EDUCATION 18: 233-239; Summer 1967.

Reports a study which indicates that there is no relationship between the Teacher Attitude Inventory and the observed teacher behavior in the classroom. "The lack of demonstrated predictive validity of the MTAI and the fact that it is not closely related to teacher behavior negate its use as a tool for teacher selection."

Gorman, Alfred H. and Gregg, Donald B. "Fourth Session." JOURNAL OF TEACHER EDUCATION 18: 195-200; Summer 1967.

Describes a "probe in the area of reported self-conception and group-sensitivity experience" of college undergraduates. The report suggests that during a T-group experience the students had a significant movement of self-concept toward ideal self.

Harootunian, Berg and Bobbin, Marianne. "Differences Among Students Entering, Leaving, and Remaining in an Elementary Education Program." Paper presented to the American Educational Research Association, New York, February 1967.

Investigates differences in aptitudes, study habits, and values among female elementary education majors. Various tests and measurements were employed to ascertain factors and variables in the study group.

Hunt, David E. and Joyce, Bruce R. "Teacher Trainee Personality and Initial Teaching Style." AMERICAN EDUCATIONAL RESEARCH JOURNAL 4: 253-259; May 1967.

Describes two exploratory investigations of the relation between the personality of teacher education students and their initial style of teaching. The findings seem to support the hypothesized relation between the student conceptual level, flexibility, use of alternative solutions, stress tolerance and his capacity to radiate a reflective environment, to utilize the learner's frame of reference, to encourage questioning, hypothesizing.

Kosier, Kenneth P. and DeVault, M. Vere. "Differential Effects of Three College Instructional Approaches on Personality Traits of Beginning Elementary School Teachers." JOURNAL OF EXPERIMENTAL EDUCATION 35: 19-27; Summer 1967.

Reports that there seems to be evidence to show that the approach used in instructing elementary school teachers during their college training can make a difference in the personality of the student concerned. This may be particularly true in those classes in which instructors have identified a basic philosophical or psychological basis for their approach.

Lawrence, Richard E. and Jff, Joost. "Of Special Significance: Experiments and Surveys." JOURNAL OF TEACHER EDUCATION 18: 241-246; Summer 1967.

Reports investigations on the effect of anxiety on student teacher behavior. Presents short summaries of five different studies.

Mori, Takaro. "Analysis of Factors Influencing Motivations for Becoming a Teacher." JOURNAL OF EDUCATIONAL RESEARCH 60: 174-179; December 1966.

Investigates how attitudes toward the occupational values of teaching motivate prospective teachers. Examines the reasons or motives in various studies in the United States, England, and Japan according to three facets: "Job-Person Interaction," "Aspect of Job," and "Time." Notes that favorable attitudes toward the economic, interpersonal, and ethical values of teaching motivated the persons positively to become teachers. Concludes that the motivation for becoming a teacher is the result of two factors: the individual's attitudes toward the occupational values of teaching and his self-concepts of his needs for becoming a teacher.

Morman, R.; Heywood, Harold; and Liddle, L. Rogers. "Predicting College Academic Achievement from TAV Selection System on Fifty Male Elementary Teacher Trainees." THE JOURNAL OF EDUCATIONAL RESEARCH. 60: 221-223; January 1967.

Reports a study which was designed to determine the multiple relationship of theoretical scores obtained from a new non-ability selection to Spring semester grade-point average. States that empirical item analytical procedures were not used in this study but theoretical scoring keys were developed. Concludes that the study demonstrated the feasibility of developing a new test battery of relatively high reliability using "a priori" keys based on a modified theory of personal make-up and effecting a significant multiple prediction of an academic achievement criterion.

Morrison, W. Lee and Romoser, R. C. "Traditional Classroom Attitudes, the A.C.T. and the 16 P.F." JOURNAL OF EDUCATIONAL RESEARCH 60: 326-329; March 1967.

Examines the relationship between the "traditionalism" factor, sixteen personality factors, and the four tests of the American College Testing Program. Urges that the insecure, anxious prospective teacher be helped in counseling to solve his own problems first or be guided into another occupation.

Ohrmacht, F. W. "Teacher Characteristics and Their Relationship to Some Cognitive Styles." JOURNAL OF EDUCATIONAL RESEARCH 60: 201-204; January 1967.

Reports a study conducted to explore the relationships among Teacher Characteristic Schedule (TCS) scores, measures of authoritarianism and dogmatism, and measures of field-independence. States that fifty-seven S's were administered in the Teacher Characteristics Schedule as well as measures representing open-mindedness and analytic set. Results suggest that open-mindedness and analytic set may be useful in the understanding of teaching behavior, if their effects as moderating variables are investigated.

Rabkin, Leslie Y. and Suchoski, Joseph F., Jr. "Teachers' View of Mental Illness: A Study of Attitudes and Information." JOURNAL OF TEACHER EDUCATION 18: 36-41; Spring 1967.

Teachers tend to be reasonably well informed about mental health. However, the mental patient and the neurotic are regarded with an unfortunate degree of fear and distrust in comparison with "normal" people.

Robbins, Russell and Hughes, Herbert H. "Measurement of the Attitudes of Teachers Toward 'Teaching as a Profession.'" JOURNAL OF EDUCATIONAL RESEARCH 60: 243-247; February 1967.

Makes a progress report on a study of score changes in a group of preservice teachers as they progress through student teaching and first year teaching. Suggests using a scale to compare attitudes of elementary and secondary teachers, preservice and in-service, men and women teachers, urban and rural teachers, teachers in different subject matter areas, and teacher union and non-union groups.

Schmitt, J. A. "Note on the Miller Analogies Test and Selection of Graduate Students in Education." JOURNAL OF TEACHER EDUCATION 18: 59-61; Spring 1967.

Discusses the uses and abuses of the Miller Analogies Test. It is suggested that if a minimum qualifying score is used at all, it should not be too high.

Soloman, Edith. "Personality Factors and Attitudes of Mature Training College Students." BRITISH JOURNAL OF EDUCATIONAL PSYCHOLOGY 37: 140-142; February 1967.

Enumerates the personality factors and attitudes of mature student teachers identified by using a battery of over thirty measuring devices.

Wilk, Roger.; Edson, William H.; and Wu, Jing Jyi. "Student Personnel Research in Teacher Education." REVIEW OF EDUCATIONAL RESEARCH 37: 219-232; June 1967.

Summarizes research of the last three years, revealing there are differences among students in the various teacher education majors. Admission standards should take the differences into account and research should "control or identify variability due to these differences." Calls for research which describes student population from which teacher education students are recruited. Concludes that the study of teacher education students is an "important approach to the larger study of teacher education."

Wright, Benjamin D. and Tuska, Shirley A. "The Childhood Roman Theory of Teacher Development." THE SCHOOL REVIEW 75: 123-254; Summer 1967.

Studies the attitudes and memories of beginning women teachers in order to learn the contribution personality supplies to becoming and remaining a teacher. Focuses attention on self and role conceptions, the childhood relationships out of which these may have been formed, and the changes that take place in them during student and first year teaching. Concentrates on connection between the grade level selected and the students' childhood relationships. States that young teachers should be helped to recognize and understand the part early interpersonal relations have played in their personality adjustments and how they continue to influence their behavior as a person and a teacher. Finds that lower and high school women teachers differ in basic orientation to life. Believes a fuller exploration of such personality orientations and their implications is vital to the design of effective supervision.

Bennie, William A. COOPERATION FOR BETTER STUDENT TEACHING. Minneapolis: Burgess Publishing Company, 1966.

Looks at student teaching as a joint responsibility of public schools and academic and professional divisions of teacher education institutions, as a developmental and educational process. Suggests some principles concerning the cooperating agencies, the cooperating teacher, the college supervisor, and the student teaching experience. Describes five different typical student teaching programs. Summarizes nine issues which are not yet fully resolved and suggests directions which possibly could be followed in resolving these problems.

Blanke, Virgil E. and Thompson, Charles L. "The University-Public School Gap." OHIO SCHOOLS 45: 31-33; May 1967.

States that the aim of the university in furthering research, graduate programs, and faculty scholarship is to bring financial resources to the campus while the objective of the public schools is to provide programs of "quality" education. Describes the attempt of the Development Division of the School of Education at The Ohio State University to find a common ground between these concerns. Concludes that federal programs offer the kind of incentives needed to bring university and public school people together in a cooperative attack on educational problems. This cooperation will at the same time lessen the gap between theory and practice.

"Cooperative Elementary Teacher Training Program." JUNIOR COLLEGE JOURNAL 37: 27-29; October 1966.

Examines the Elementary Intern Program conducted cooperatively by eight Michigan community colleges, involving elementary schools and Michigan State University. Describes the baccalaureate program in which the students complete three and two-thirds years of their program before spending the fourth year as a salaried intern. Explains the four important factors of the program design: (a) preservice preparation of the intern, (b) financing structure, (c) costs for students, and (d) liberal arts background. Contends that a truly cooperative program involving the community colleges and public schools as full partners in the process of teacher education guarantees a realism and a practicality which are sometimes lost when college professors work in isolation.

46. Darland, D. D. "Needed: New Models for Learning to Teach." JOURNAL OF TEACHER EDUCATION 18: 4+; Spring 1967.

Explores the relationships which exist between teacher training institutions and the schools. In the future "the transition between university study and professional practice will be more deliberate and better structured than at present."

Gaut, B. "Training to Reduce Teacher Dropouts." THE OKLAHOMA TEACHER 48: 20-21; March 1967.

Analyzes and synthesizes experiences student teachers receive in laboratory schools. Reviews some guidelines adopted by schools to facilitate such experiences. Laboratory and cooperating schools should take the leadership and responsibility for making these experiences interesting, meaningful, and rewarding to student teachers, if the aim is to reduce the problem of teacher dropout.

Saxe, Richard W. "Student Teaching: What Is the Role of the Principal?" ILLINOIS EDUCATION 55: 104-106; November 1966.

States that the relationship between the principal and the student teacher is a neglected topic, both in educational literature and in actual practice. Substantiates premise by citing data supplied by student teachers who had just completed their student teaching assignment, also by a cursory examination of available textbooks in teacher education and the principalship. Asserts that principals are not making use of their opportunity to influence the development of student teachers.

"School-University Teacher Education Center." NATIONAL ELEMENTARY PRINCIPAL 46: 6-13; February 1967.

Describes in detail the background of the schools and the makeup of the community involved in the School-University Teacher Education Center sponsored by Queens College of the City University of New York, and the New York City Board of Education. Gives a comprehensive outline of the procedures followed in preparation for the project and its purpose in preparation of teachers for urban schools. Describes in detail the program for pupils in the urban school, the amount and kind of parent participation, the research that SUTEC has done, its funding procedures and its advisory council. Summarizes with a reiteration of objectives and observations made by students and teachers as to the project's impact and effectiveness.

Bradley, R. C. "Clarifying the Supervising Teacher's Role." TEACHERS COLLEGE JOURNAL 38: 92-96; December 1966.

Summarizes a study to identify the ideal relationship between student teacher and his supervising teacher. Sincerity, a high level of professionalism, communication, and cooperation were identifiable qualities important to the relationship.

Brown, Richard Verne and Hoffman, Miriam Schaad. "A Promissory Model for Analyzing and Describing Verbal Interaction Between College Supervisors and Student Teachers During Supervisory Conferences." Unpublished doctoral dissertation. New York: Teachers College, Columbia University, August 1966.

Identifies 123 dimensions of performance in a supervisory conference as determined by content analysis of literature in counseling and in supervision. Classifies them using the following category system: (a) the problem-solving domain, (b) the affective domain, and (c) the structuring domain. Relationships among elements of the category system are presented. A resulting model is tested through the analysis of utterance and thought units, i.e., uninterrupted verbal behavior or a series of statements expressing a complete idea and a shift within or among the category domains. Coding symbols are applied, and the model is tested for reliability through an analysis of typescripts of supervisory conferences.

Carr, Carolyn Jane. "Factors in Constructive Human Relationships Between College Supervisors and Student Teachers in Selected Professional Situations." Unpublished doctoral dissertation. New York: Teachers College, Columbia University, May 1967.

Reports a study in which college supervisors and student teachers from three state colleges were asked to recount both a classroom observation and a conference situation which resulted in effective interpersonal relations and one which resulted in ineffective interpersonal relations. Responses to these questions were categorized into situational variables, which influence behavior independently of the actors, and personal variables. Concludes that college supervisors in this study did not appear to adapt their behavior to differences in the two social situations, observation and conference, as perceived by the student teacher.

Cooley, Max Glenn. "The Role of the Business Education Cooperating Teacher as Perceived by Cooperating Teachers and Student Teachers of Business Education." Unpublished doctoral dissertation. New York: Teachers College, Columbia University, December 1966.

Reports a study of cooperating teachers' and student teachers' perceptions of cooperating teacher behavior. Close relationship was found between cooperating teacher's perceptions of the "ideal" behaviors of the cooperating teacher and how student teachers perceive them. Most significant differences were found in the areas of orientation and guidance of the student teacher in planning for teaching.

Ezer, M. and Lambert, R. "Residency in Supervision: A Unique Role for Laboratory Schools." PEABODY JOURNAL OF EDUCATION 44: 155-159; November 1966.

Considers a year of "residency in supervision" at a laboratory school as a means of further increasing the significance of the laboratory school's contributions of the teacher education program. Six areas of study are noted as an important part of residency.

Heidelbach, Ruth Ann. "The Development of a Tentative Model for Analyzing and Describing the Verbal Behavior of Cooperating Teachers Engaged in Individualized Teaching with Student Teachers." Unpublished doctoral dissertation. New York: Teachers College, Columbia University, 1967.

Presents an empirical study aimed at the development of a model for analyzing and describing cooperating teacher teaching behavior in their conferences with student teachers. Compares the model with one developed to describe the verbal teaching behavior of college supervisors in conference with student teachers. (Study is part of a larger project at Teachers College focused on supervision in teacher education.) Model developed consists of operational and substantive categories. Graphic and quantitative descriptions of the categories are presented. Implications for continued study of the model are discussed.

Lamb, Posey. "Improving Our Skills." TEACHERS COLLEGE JOURNAL 38: 50-53; November 1966.

Suggests that supervising teacher should be a secure person, display friendliness, possess a high level of professional competency, and exhibit a concern for children and youth. In addition, an enthusiastic commitment to the teaching profession is essential.

Lindsey, Margaret. "Teaching Team: Student Teacher and Supervising Teacher." TEACHERS COLLEGE JOURNAL 38: 41-45; November 1966.

Presents an analysis of the relationship between the student teacher and supervising teacher, as one of a coordinated and synchronized activity with open communication and a pleasant climate and rapport. With such a teaching team, all aspects of the teaching situation are viewed through a scientific inquiry as well as through the personal and artistic encounter.

Milanovich, A. "Wanted: More Good Supervising Teachers." ELEMENTARY SCHOOL JOURNAL 67: 22-27; October 1966.

Emphasizes the crucial role of the supervising teacher in the student-teaching experience. Criticizes existing practices of supervising teachers and suggests criteria for the selection of competent supervisors. Recommends improved relationships between the colleges and cooperating public schools and points to the need for colleges to take more time in the selection of cooperating schools. Selection should be made on the basis of standards set by both the college and the cooperating school. Further recommends a college course designed for cooperating teachers as prerequisite to student teacher assignment.

Neal, Charles D.; Kraft, Leonard E.; and Kracht, Conrad R. "Reasons for College Supervision of Student Teaching Program." JOURNAL OF TEACHER EDUCATION 18: 24-27; Spring 1967.

Describes a study in which university professors, student teachers, administrators, and supervisors place emphasis of supervision on the liaison role of the university supervisor. The traditional role of the supervisor as one who gives directions and makes critical evaluation of the student teacher is discounted.

O'Hanlon, James P. "Considerations about Student Teaching." THE EDUCATIONAL FORUM 31: 339-343; March 1967.

Raises questions about the basic assumptions of current student teaching programs, especially those preparing secondary school teachers. Suggests the selection and development of supervising teachers is a key function of departments of education. Questions the efficacy of the general supervisor in contrast to the value of the trained supervising teacher. Suggests that teaching with the supervising teacher might be more growth-producing than having the student teacher teach with the supervising teacher observing. Emphasis is placed on the need for change in student teaching from its present status to considerations of wha the student teaching experience could and should be.

Peters, T. R. "Resource Teacher Helps Improve Instruction." THE INSTRUCTOR 76: 19+; December 1966.

Describes how the Montgomery County Board of Education utilizes a group of experienced teachers as resource persons to assist newer teachers in the school system. Asserts that these teachers have been effective in assisting teachers as well as in aiding administrators in making decisions about the direction of the educational system.

Purpel, David E. "Student Teaching." JOURNAL OF TEACHER EDUCATION 18: 20-23; Spring 1967.

Suggests that student teaching should be a university course requiring the allocation of qualified instructors and having sufficient time to perform professionalized supervision.

Ward, William and Suttle, John. "The Oregon Plan to Improve the Induction Process: The Program to Prepare Supervising Teachers and the Organization of Schools and Colleges to Accommodate the Process." JOURNAL OF TEACHER EDUCATION 17: 444-451; Winter 1966.

Describes a plan for the preparation of those who have responsibilities for student teachers and interns. Programs of preparation are necessary for persons desiring to make the supervision of prospective teachers their career.

William, C. "Guidelines for Cooperating Teacher." SCHOOL AND COMMUNITY 53: 34-37; December 1966.

States that the student teaching experience is possibly the most important phase of teacher education programs. The teachers in public schools cooperating with teacher education institutions must be able to meet the needs of both the student teacher and the student in his class. Outlines certain activities to be performed by cooperating teachers. Presents a skeletal outline for working with the student teacher in the classroom.

Wolfgramm, Harold F. "Tips for Cooperating Teachers." PEABODY JOURNAL OF EDUCATION 44: 171-176; November 1966.

Outlines ways and means cooperating teacher can best create a positive effect upon the student teacher's pattern of behavior in the classroom situation. Stresses the need for every prospective cooperating teacher to engage in some preparatory course work before the student teacher arrives.

Allen, Dwight W. "A New Design for Teacher Education: The Teacher Intern Program at Sanford University." JOURNAL OF TEACHER EDUCATION 17: 296-300; Fall 1966.

Describes the distinctive features of the Teacher Intern Program at Stanford University. Video taped microteaching provides one of the foundations of this program. The objective is for the intern "to become committed to the importance of the teacher as a critical inquirer into his own behavior and that of his pupils and peers."

Andrews, L. O. "Trends and Issues in Student Teaching in the Secondary School." HIGH SCHOOL JOURNAL 50: 309-315; March 1967.

States that student teaching suffers because of the following factors: (a) rapid expansion in numbers of prospective secondary teachers, (b) competition for good places to assign teachers, (c) ever-widening geographic area for laboratory facilities, (d) inadequate financial support, (e) use of a large proportion of temporary college staff as supervisors, and (f) lack of understanding on the part of the members of a student teaching team of their individual roles. Lists eight fundamental issues in student teaching: (a) ultimate authority in the operation of student teaching, (b) improvement of the quality of laboratory experiences, (c) contributions of student teaching, (d) bringing the readiness of student teaching to adequate levels, (e) the design for the effective program of experiences, (f) improvement of student teaching through simulated learning, (g) financing student teaching, and (h) the question of improving the quality of student teaching through improved standards.

Brumbaugh, Robert B.; Hoedt, Kenneth C.; and Beisel, William H., Jr. "Teacher Dogmatism and Perceptual Accuracy." JOURNAL OF TEACHER EDUCATION 17: 332-334; Fall 1966.

Presents the results of a pilot study investigating the relationship between dogmatism and accuracy of interpersonal perception. Suggests that significantly greater numbers of closed-minded student teachers identified with the subject matter areas of mathematics, science, and social studies while open-minded student teachers were more likely to be identified with the subject matter areas of foreign language, English, and the fine arts.

52. Callahan, Sterling G. SUCCESSFUL TEACHING IN SECONDARY SCHOOLS. New York: Scott, Foresman & Co., 1966.

Calls for a knowledge of the science of teaching and a thorough understanding of its practical applications as the means of improving secondary education. Designed primarily for use in undergraduate methods courses, the program is divided into five major parts: (1) teaching principles, (2) planning for teaching, (3) specific teaching procedures, (4) special teaching problems, and (5) recent developments in teaching.

Davis, Jerry B. "Student Teacher: Part Timer or Full Timer." IMPROVING COLLEGE AND UNIVERSITY TEACHING 14: 124; Spring 1966.

States that there are two types of student teaching programs: the full-time experience and the part-time experience. Full-time experience is a superior program. Questions the practice of outstanding colleges and universities in making use of only the part-time experience program.

Davis, T. S. "A Developmental Approach to Student Teacher Programs." THE CLEARING HOUSE 41: 153-155; November 1966.

Recounts the often disastrous first year of many beginning teachers. Suggests a developmental student teaching program starting at the first year of college and increasing both in time and in professional level over four years to include (a) orientation, (b) observation, (c) student teaching, and (d) instructional analysis.

Drake, Thelbert and Kraft, Leonard. "Student Teaching: How Do Students Feel about Student Teachers?" ILLINOIS EDUCATION 55: 106-107; November 1966.

Summarizes the responses of junior and senior high school students to questions regarding their experiences with student teachers. Indicates that high school students view these experiences very positively. Suggests that the more contact students have with the student teachers, the more positive is their attitude toward them.

Finalyson, Douglas S. and Cohen, Louis. "The Teacher's Role: A Comparative Study of the Conceptions of College of Education Students and Head Teachers." BRITISH JOURNAL OF EDUCATIONAL PSYCHOLOGY 37: 22-31; February 1967.

Presents data collected by the means of a role definition instrument. Discusses the implications of these findings with regard to (1) the influence of teacher education programs, and (2) the possible conflict areas which face the

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student teacher as he enters school as a teacher.

Fishburn, Clarence E. "Learning the Role of the Teacher." JOURNAL OF TEACHER EDUCATION 17: 329-331; Fall 1966.

Discusses a comparison of the priorities given to each of six dimensions of the teacher role by students during student teaching and after four years of teaching experience. The dimensions discussed are the teacher as mediator of the culture, director of learning, member of the school community, counselor, member of a profession, and link between school and community.

Frankiewiez, R. G. and Menifield, P. R. STUDENT TEACHER EXPERIENCES AS PREDICTORS OF THEIR TEACHING BEHAVIOR. Ohio: Kent State University, 1966.

Investigates the validity of four role-component scores from the Stern Teacher Preference Schedule as predictors of five teaching-behavior scores. Matrices of intercorrelations and/or regression coefficients are given for the two main factors.

Greene, G.; Huebner, M.; and Marturano, A. "Student Teaching: Do the Participating Schools Benefit?" ILLINOIS EDUCATION 55: 106-107; November 1966.

Presents the results of a three-part questionnaire completed by 815 elementary and secondary student teachers at the completion of their student teaching assignments. Indicates that student teachers can be a real asset to pupils, cooperating teachers, schools, and communities. Describes the benefits that accrue to each.

Hargadon, B. H. "Transference: A Student-Teacher Interaction." SCHOOL REVIEW 74: 446-452; Winter 1966.

Defines transference as a phenomenon. Observes that (a) transference depends on the defense mechanism of repression, (b) in transference experiences are revived, and (c) in transference the past is in a sense relived but not remembered. Relates this phenomenon to the student teacher interaction with pupils as well as faculty members in a training situation.

Heneley, Reginald T.; Coody, Ben E.; and Sandefur, Walter S. "An Exploratory Study of Teaching Styles Among Student Teachers." JOURNAL OF EXPERIMENTAL EDUCATION 35: 30-35; Winter 1966.

Reports the relationships among selected personality and achievement predictions and teaching styles. Other categories of teacher behavior were more specifically related to the purpose of identifying teaching styles. During the investigation it was necessary to construct and validate an instrument that would identify the predominant mode of behavior or characteristic teaching style of individual student teachers.

Jalbert, E. L. "The Effectiveness of Training in the Evaluation of Classroom Instruction as an Aid to Self-Evaluation in Student Teaching." THE JOURNAL OF EDUCATIONAL RESEARCH 60: 130-135; November 1966.

Discusses a study designed to discover any effect of training in the evaluation of classroom instruction upon students' ability to evaluate their own classroom performance during student teaching. The population used in this investigation were junior education students classified as trained or experimental and untrained or control. The five areas to be considered were: introduction, organization, procedures and techniques, items relating to children, and items relating to the teacher. It was found that in "four of five categories the differences between the groups were in a direction favorable to the trained students, and that in two of those categories the difference was significant at the five per cent level."

Johnson, Jim and Perry, Floyd. READINGS IN STUDENT TEACHING. Dubuque, Iowa: Wm. C. Brown Book Co., 1967.

Combines within a single volume articles concerning student teaching which have appeared in professional publications. Gives a short history of the topic and definitions of terms before grouping articles in the following categories: (a) administration of student teaching programs, (b) the college supervisor, (c) the cooperating school district, (d) the supervising teacher, (e) the student teacher, and (f) interns and internships.

Keach, Everett T. ELEMENTARY SCHOOL STUDENT TEACHING: A CASEBOOK. New York: John Wiley & Son, 1966.

Serves as a case resource unit to be used in student teaching seminars. Hypothetical classroom situations are presented. Students are asked to identify and discuss specific problems.

Kersh, Bert Y. CLASSROOM SIMULATION: FURTHER STUDIES ON DIMENSIONS OF REALISM. Monmouth: Oregon State System of Higher Education, 1965.

Reports an intensive research study on the value of classroom simulation as a technique in teacher education programs. Data indicate that classroom simulation has no measurable effect on actual student teaching one year later. However, there are indications that classroom simulation training does have some effect on behavior and attitudes of the student teacher.

Lantz, David L. "The Relationship of University Supervisors' and Supervising Teachers' Ratings to Observed Student Teachers' Behavior." AMERICAN EDUCATIONAL RESEARCH JOURNAL 4: 279-288; May 1967.

Reports that university supervisors' ratings are significantly related to observed teaching behavior while supervising teachers' ratings are not so related. The rating scale used by the supervisors was an interpersonal check list. Student teachers' behavior was analyzed through interaction analysis and the emotional climate scale of OScAR.

Lipscomb, Edra E. "A Study of the Attitudes of Student Teachers in Elementary Education." JOURNAL OF EDUCATIONAL RESEARCH 60: 159-163; December 1966.

Explores the attitudes of student teachers before and after a semester of teaching experience to determine whether there was a significant change in expressed attitudes. Reports that the Lipscomb Scale of Teacher Attitudes has reasonable standards of validity and reliability for measuring the attitudes of teachers. Concludes that a significant change occurs in the expressed attitude of student teachers during their teaching experience. Suggests further study to determine the specific experiences within the student teaching experience that are related to the change.

McLeod, Richard J. CHANGES IN THE VERBAL INTERACTION PATTERNS OF SECONDARY SCIENCE STUDENT TEACHERS WHO HAVE HAD TRAINING IN INTERACTION ANALYSIS AND THE RELATIONSHIPS OF THESE CHANGES TO THE VERBAL INTERACTION OF THEIR COOPERATING TEACHERS. Ithaca: Cornell University Project No. 6-8078, May 1967.

Deals with the relationships between student teachers and their cooperating teachers utilizing a control group of preservice teachers and a group trained in the Flanders System of Interaction Analysis. Concludes that training in interaction analysis leads the experimental group to use more indirect teaching influence. They experience more non-random changes in verbal patterns. Students tend to use indirect teacher influence and are also more likely to change their verbal patterns in relation to those of their cooperating teachers. Suggests that training in interaction analysis should prove to be beneficial to in-service and preservice teachers, leading teachers to an understanding of how they are teaching and with what effect.

Neal, Charles D. THE STUDENT TEACHER AT WORK. Minneapolis: Burgess Publishing Co., 1966.

Provides practical answers to teaching problems of student teachers. Discusses place of creativity teaching, direction of class activities, instructional planning, techniques of teaching, instructional materials, human relations, and evaluation of teaching.

Perrodin, Alex F., editor. THE STUDENT TEACHER'S READER: A COLLECTION OF READINGS. Chicago: Rand McNally, 1966.

Attempts to help students of teaching understand more fully the experience that student teachers in both elementary and secondary schools go through, and how to extend and enrich these experiences. Part I contains articles most helpful during the early stages of student teaching. Includes such subject headings as "Making a Good Beginning," "Understanding the Supervising Teacher's Role," "Planning Student Teaching Activities," and "Evaluating Student Teaching." Part II shows the student teacher at work. Helps the student teacher understand the school and its purpose, the community and cultural influences, and the learners themselves, and shows how student teaching may be made much more effective in light of these understandings.

Petrusich, Mary Margaret. "Separation Anxiety as a Factor in the Student Teaching Experience." PEABODY JOURNAL OF EDUCATION 44: 353-356; May 1967.

Reports an investigation of the relationships between anxiety and student teachers' classroom behavior. Classroom interactions and situations are responsible for the ebb and flow of anxiety during the course of student teaching.

Salem, Ezzat Hassan Maatouk. "Assignment of Student Teachers in Selected Egyptian Institutions of Elementary Teacher Education." Unpublished doctoral dissertation. New York: Teachers College, Columbia University, October 1966.

Investigates practices related to the assignment of student teachers in three Egyptian five-year General Teacher Training Colleges. Makes recommendations related to (a) involving classroom teachers, (b) preparing college supervisors for student teaching responsibilities and evaluating their work, (c) using both urban and rural primary schools for students' participation, (d) making optimum use of the experimental primary schools, and (e) maintaining good working relationships between the colleges and the cooperating schools.

Sharpe, Donald M. ISOLATING RELEVANT VARIABLES IN STUDENT TEACHER ASSESSMENT. Terre Haute, Indiana: Indiana State University. (Mimeo.)

Studies the sources of variability which occur when highly qualified supervisors of student teachers are called upon to employ criteria of varying complexity and objectivity during their supervisory visits to classroom. Develops a Teacher Classroom Activity Profile which focuses on what the teacher does rather than what the pupils do at three-minute intervals during the observation. This profile identifies nine bi-polar criteria which are rated on a seven-point scale. Gives information about the student teacher which is then compared with other types of descriptive data.

Sorensen, Garth. "What Is Learned in Practice Teaching?" JOURNAL OF TEACHER EDUCATION 18: 173-178; Summer 1967.

Concludes that student teachers rarely refer to what they are trying to accomplish with their pupils but only to how. There is little reference to the application of theory. Suggests that much more attention needs to be given to the teaching of a theoretical framework and to show how that framework can be useful in guiding the day-to-day activities of the teacher.

Strickler, Robert W. "The Student of Teaching: A Concept and a Concern." JOURNAL OF TEACHER EDUCATION 17: 426-429; Winter 1966.

Attempts to determine the manner in which the student teacher's full potential may best be developed in the laboratory phase of teacher preparation. The concept that the individual should be a student of teaching and not simply a student teacher is developed as a partial solution toward making the laboratory experience more meaningful. "If properly conceived, the laboratory experience focuses on the individual in regard to his intellectual initiative, his power of critical judgment and evaluation, and his independence."

Teigland, John J. "The Relationship between Measured Teacher Attitude Change and Certain Personality Characteristics." THE JOURNAL OF EDUCATIONAL RESEARCH 60: 84-85; October 1966.

Investigates the relationship of certain personality characteristics to change in attitude toward teacher-pupil relations. Indicates that, given academic training, student teachers tend to change in the positive direction on the MTAI. Those students who changed positively were characteristically more deferent and received higher grades.

Implies that the MTAI might not be a valid measure of teacher attitude change resulting from academic training.

Wesley, D. A. "Are We Improving Our Student Teaching Programs?" TEACHERS COLLEGE JOURNAL 38: 112-115; December 1966.

Presents eight suggestions for a superior student teaching program. They are (a) observations and evaluations made by supervising teachers must be more effective, (b) student teachers should not be asked to teach an unmanageable class, (c) student teachers should assume teaching responsibility gradually, (d) student teachers should be treated as professionals, (e) student teachers should continuously observe teaching throughout their experience, (f) secondary teachers should teach in both junior and senior high school, major and minor fields, (g) student teachers should make four to six all day visits to their cooperating school prior to their assignment, and (h) supervising teachers should be carefully selected.

Bledsoe, Joseph C. and Lightsey, Ralph. "Selected Perceptions of Beginning Teachers in Georgia as Related to Certification Status." JOURNAL OF TEACHER EDUCATION 17: 481-493; Winter 1966.

Reports responses of beginning teachers to a questionnaire concerning (a) choice of vocation, (b) the teacher education program, (c) their teaching experience, (d) their views on teaching as a career. Twenty per cent of the teachers held provisional certificates and eighty per cent held professional certificates. There was significant difference between the groups on forty of the ninety-four items on the questionnaire.

Cohen, Arthur M. and Brawer, Florence B. "Adaptive Potential and First Year Teaching Success." JOURNAL OF TEACHER EDUCATION 18: 179-185; Summer 1967.

Reports a study in which the Rorschach Technique was used to measure the adaptiveness and flexibility of twenty students enrolled in the UCLA Junior College Teaching Internship Program. There was a high correlation between those students possessing these qualities and high supervisors' ratings of the students' first year of teaching.

Grispino, F. D. "Predicting Teacher Readiness." SCHOOL AND COMMUNITY 53: 28+; May 1967.

Asserts that readiness is a vital factor in identifying potentially competent teachers both from the view of the school system employing teachers and the colleges and universities preparing teachers. Defines teaching readiness. Explains the development of an instrument designed to measure the teaching readiness of beginning teachers at different school levels. Concludes that teaching success will be predictable with better than average results using this instrument for measuring teaching readiness.

Hackstad, Patricia. "A Program for Helping New Teachers." EDUCATION 87: 124-126; September 1966.

Discusses problems of new teachers as an outcome of difference in college preparation programs and the distortion effect of the student teaching experience. Calls for introduction of new courses in classroom management and extended periods of student teaching as foundations for actual classroom situations.

Hite, F. H. EFFECTS OF REDUCED LOADS AND INTENSIVE INSERVICE TRAINING UPON THE CLASSROOM BEHAVIOR OF BEGINNING ELEMENTARY TEACHERS. Pullman: Washington State University, 1966. (Mimeo.)

Reports an experiment undertaken on the basis of a recommendation made by the Standard Revision Committee appointed by the State of Washington Board of Education to determine whether or not an internship program for career teachers would be justified in order to increase rate of professional growth. The experiment was conducted on the assumption that "reduced loads and/or intensive instruction improves the classroom behavior of beginning teachers and their attitudes toward teaching."

Hunt, Douglas, and others. "Preparation for Reality-Induction of Beginning Teachers." BULLETIN OF THE NATIONAL ASSOCIATION OF SECONDARY SCHOOL PRINCIPALS 51: 63-76; May 1967.

Describes an experiment to induct the beginning teacher into his full teaching responsibility. Cooperating teachers are assigned to the first year teacher. His full teaching load and responsibilities are gradually assumed.

Koontz, David E. "Misassignment: A New Teacher's Burden." THE CLEARING HOUSE 41: 271-272; January 1967.

Laments the fact that beginning teachers are given the same teaching load as those with many years' experience and are often saddled with the most unpleasant tasks. Calls for a bold course of action which would consist of a 25 per cent lighter teaching load for beginners. Requires them to make up the 25 per cent by an increase in summer school teaching, curriculum planning, or other school-related activities.

Lieberman, Phyllis and Simon, Sidney B. "Time to Teach." THE CLEARING HOUSE 41: 40-44; September 1966.

Offers advice to the beginning teacher for replacing frenzy in the classroom with systematic procedures and organization. Discusses the kinds of responsibilities which can be turned over to class officers, service committees, and organizational secretaries.

National Education Association, National Commission on Teacher Education and Professional Standards. THE REAL WORLD OF THE BEGINNING TEACHER. Washington, D.C.: the Commission, 1966.

Presents articles written by several beginning teachers. educators, and a psychologist focusing on the neophyte years of teaching. Articles explore thoughts, feelings, and perceptions of the teacher and his role.

Rosenthal, Geraldine H. "Where Did the System Fail?" THE CLEARING HOUSE 41: 558-561; May 1967.

Records the reactions of a beginning teacher to her first year of experience as a high school teacher of economics. Asks whether we can continue to hold boys and girls responsible for fitting their personality patterns and family background into the structure and expectations of the school or whether the school can be organized to allow for such conditions and provide students with conditions under which they can learn self-discipline in the educational program.

Tanruther, Edgar M. CLINICAL EXPERIENCES IN TEACHING FOR THE STUDENT TEACHER OR INTERN. New York: Dodd, Mead & Co., 1967.

Deals primarily with the practical problems which confront beginning teachers and gives instruction in the many details, procedures, and relationships not ordinarily treated in textbooks for the student teacher or intern. Divided into three main sections: (a) preparation and resources for clinical participation, (b) learning to teach through clinical experience, and (c) planning for a career in teaching. Included are student comments and examples of clinical situations along with specific suggestions. Lists of useful references appear at the end of each chapter.

Thompson, J. F. and Bjoraker, Walter T. "Teacher Internship, A Needed Approach in Teacher Education." AGRICULTURAL EDUCATION MAGAZINE 39: 125-126; December 1966.

Presents an argument for internship in teaching. Describes the program in preparation of teachers and their responsibilities as interns in a team teaching situation. Summarizes results of program to date.

Trubowitz, Sidney. "A Handbook for Beginning Teachers in an East Harlem Elementary School." Unpublished doctoral dissertation. New York: Teachers College, Columbia University, August 1966.

Develops a handbook providing information concerning curriculum content and approaches, instructional materials, community resources, school services, children's attitudes, and possible satisfactions for the beginning teacher in an East Harlem school. Successful teachers, supervisors, children, and representatives of community groups were interviewed to obtain their ideas as to what new teachers should know. Concludes that a curriculum truly concerned with the community itself will lead to the academic growth of children in that community. There are certain materials and teacher characteristics which have particular value for low socioeconomic area children.

Turner, R. L. "Some Predictors of Problems of Beginning Teachers." ELEMENTARY SCHOOL JOURNAL 67: 251-256; February 1967.

Reports on study of personal-social and problem-solving characteristics of beginning teachers. Nine factors from the Teacher Characteristics Schedule were used as predictors as well as a combined pre-test score from the Mathematics Teaching Task and the Teaching Tasks in Reading. On the basis of the present data it is suggested that it would be unwise to state that one can predict the kinds of problems beginning elementary school teachers will have. However, it is felt that a set of measuring devices could be assembled which could identify the potential problems of beginning teachers, thereby providing a basis for supervisory counseling and in-service work.

Walton, John. TOWARD BETTER TEACHING IN THE SECONDARY SCHOOLS. Boston: Allyn and Bacon, 1966.

Attempts to give future teachers some of the "nuggets" of wisdom which will be helpful to them as they begin their teaching careers. Stresses fairly common problems likely to confront the beginning teacher and gives specific, practical advice as to ways of handling them.

White, K. "The Relation of Career Involvement to Persistence in the Teaching Profession Among Beginning Female Elementary Teachers." THE JOURNAL OF EDUCATIONAL RESEARCH 60: 51-53; October 1966.

Reports research conducted on eighty-one first-year and sixty-two second-year female elementary school teachers using a scale of career involvement. This variable was then analyzed in relation to persistence in the teaching profession for a second or third consecutive year. The results of the study showed that (a) there is a significant difference in career involvement between those female teachers who left the profession after one year and those who remained in the profession for a second consecutive year, (b) career involvement held the same relation to attrition from the profession among teachers who left the profession after teaching in the same school for two consecutive years, and (c) in both cases, female teachers who left the profession early in their careers were significantly lower in the degree of involvement than those who remained in the teaching profession.

Ackley, George E., and others. "Certain Effects of One-to-One Relationships Between College Sophomores and Seventh Graders." PEABODY JOURNAL OF EDUCATION 44: 82-87; September 1966.

Reports an experimental study of structured individual contacts between college sophomores in teacher education and public school seventh graders. Findings reveal success in one-to-one relationships on attitudes and reading. Significance based on standardized tests of control groups. Impressionistic data also support findings.

Collis, Nicholas. "The Non-Teacher." NEW YORK STATE EDUCATION 54: 22-30; May 1967.

States that individualized teaching must be provided on a mass basis, and that this kind of instruction requires a higher degree of sophistication than is commonly practiced. Asserts that new staffing patterns and a new approach to student teaching are called for. Advocates emphasis on art of learning, with subject matter serving as the medium through which learning takes place. Envisions advances in technology through which teachers from around the world will contribute to the learning process by instant audio and visual communications. Thinks that semi-professionals, properly trained, can help raise the quality of education by giving teachers an opportunity to work at a higher professional level.

Cruickshank, Donald R. "Simulating and New Direction in Teacher Education." PHI DELTA KAPPAN 48: 23-24; September 1966.

States that simulation techniques are being used to meet the need for realism as well as to provide settings in which trainees may practice a wide range of teaching behavior without the fear of censure of failure. Describes a simulation game in which the problems are posed through films, role playing, and letters from parents. Declares the simulation game is an addition to the new technology available for in-service and preservice training, and will improve teacher education.

Davis, Harold S. HOW TO ORGANIZE AN EFFECTIVE TEAM TEACHING PROGRAM. Englewood Cliffs, New Jersey: Prentice-Hall, 1966.

Describes and defines team teaching in two categories: hierarchy teams, pyramidal with a master teacher at the top; and synergetic teams, involving two or more teachers willing to cooperate as professional equals. In this latter structure teams can work within existing facilities and with little or no disruption of schedules.

Davis, Russell C., Jr. "Teacher Assessment of Team Teaching." THE SCIENCE TEACHER 33: 38-39; December 1966.

Conclusions indicate that a team-teaching program in which teachers appear most satisfied is one developed by teachers because they can visualize a need for such a program. Once a team program becomes operative, continuous planning should be used throughout the school year. A team of teachers must never lose sight of their primary task, the education of pupils.

Fredenburgh, F. A. "Innovating Instruction Through Team Teaching." JUNIOR COLLEGE JOURNAL 37: 12-19; October 1966.

Maintains that it is the responsibility of the Junior College to modify its system of instruction and evaluation to cope with the complex demands of contemporary education. Proposes large-group techniques, the learning resources facility, team teaching, and learning through reinforcement as possible solutions to the stated problems. Concludes that no single approach is the right answer to all teaching situations, and that an open mind and willingness to experiment are essential to advance and improve teaching.

Georgiades, W., and others. "Team Teaching: Opinions Differ." NEA JOURNAL 56: 14-17; April 1967.

Discusses arguments for and against team teaching. Notes that team teaching is effective since it can utilize a range of approaches, although much more research is needed. The lack of adequate pilot testing is deplored as a serious drawback to the wide use of this technique. A bibliography related to the issues involved is included.

Goldstein, D. H. "Teacher Aides." INSTRUCTOR 76: 31-33; October 1966.

Describes the use of teacher aides in Indianapolis Pre-School Centers. Among the strengths of these aides are their knowledge of the community and its people, their warm personal relationships with the parents and their capacity to serve as a bridge of communication between the middle class teachers and the disadvantaged neighborhood. Reports that the aides are urged to take formal schooling leading to certification, along with their on-the-job training. Hopes that aides who win certification will bring new points of view into the school system.

Greenleaf, W. T. "The Walls Come Tumbling Down." AMERICAN EDUCATION 3: 22-24; March 1967.

Reports that the Exemplary Center for Team Teaching, in Weber County School District, Ogden, Utah, is exploring the various possibilities of team teaching. Center also offers a central source for research and classroom materials on team teaching.

Herman, Wayne L. "Teacher Aides: How They Can Be of Real Help." GRADE TEACHER 84: 102-103; February 1967.

Lists fifty-one non-instructional functions which aides can successfully perform, such as collecting milk money, typing and duplicating material, weighing and measuring the children, and telephoning parents of absent children. Adds twenty-eight instructional functions in which aides can assist, such as preparing informal tests, arranging bulletin boards, supervising seat work, and listening to oral reading by children.

Joyce, Bruce R. "Staff Utilization." REVIEW OF EDUCATIONAL RESEARCH 37: 323-336; June 1967.

Cites progress in three areas: (a) research which attempts to change staff patterns or technological innovations which call for new staff roles, (b) studies of teaching which provide a more realistic idea of the teacher's potential functions, and (c) development of conceptual frameworks for determining staff utilization patterns through the construction of comprehensive man-machine systems.

Kelly, E. T. "Why Team Teaching Fails." THE INSTRUCTOR 76: 25-26; April 1967.

Discusses the various reasons why team teaching is not successful in many cases. Suggests several avenues of approach in order to best introduce teachers to this technique.

Lyon, Harold C., Jr. "Introduction to Success." AMERICAN EDUCATION 3: 5-6; May 1967.

Describes the Teenage Teacher Aide Program started in June, 1966, and some of its outcomes. One hundred thirty-three teenage trainees recruited in eleven counties of Ohio and West Virginia received an intensive five-week training in working with pre-school children. The program has developed motivation for meaningful living among the teenagers and a greater sensitivity to socio-economic conditions among the prospective teachers.

Andrews, F. "The Preparation of Music Educators for the Culturally Disadvantaged." MUSIC EDUCATORS JOURNAL 53: 42-44; February 1967.

Examines the social circumstances under which the culturally disadvantaged children are brought up. Analyzes the work conditions of the future music educators when they are confronted with the necessity of adjusting to some real life situations not easily accepted or understood. Presents eight comprehensive workable guidelines for the preparation of successful teachers of music teachers in disadvantaged areas.

Arnaez, Nancy Levi. "Teacher Education for an Urban Environment." IMPROVING COLLEGE AND UNIVERSITY TEACHING 14: 122-123; Spring 1966.

Describes programs and projects designed to prepare teachers for service in the inner city schools. States that the school situations which migrants and immigrants from the rural South, from the mountainous regions of the nation, and from underdeveloped areas outside the U.S. are more often not equipped to adjust to their needs. Says that there is a need to provide schools and teachers that can help.

Bereiter, Carl and Engelmann, Siegfried. TEACHING DISADVANTAGED CHILDREN IN THE PRESCHOOL. New Jersey: Prentice-Hall, 1966.

Believes that learning experience must be greatly compressed for the disadvantaged pre-school child and that he must be enabled to learn at a vastly accelerated rate in order to catch up with the more privileged child. Considers the development of language ability, particularly in the area of oral communication essential to the effective acquisition of other academic skills. Favors formal learning in the fields of mathematics, music, and reading. Relegates the play program to a minor, ancillary status. Advocates the use of incentives, such as rewards and punishments, to stimulate a good learning climate. Asserts that the instruction oriented nursery teacher for this kind of pre-school program will place the disadvantaged child entering the first grade on an equal footing with his classmates who are the product of a more cultured familial background.

Blake, Howard E. and Macomber, William B. A PROPOSAL FOR THE ESTABLISHMENT OF PROJECT PRIMESITE. Philadelphia: Temple University, undated. (Mimeo.)

Reports a program designed to train elementary school teachers for the disadvantaged. The five-year program includes three successive summer sessions, one of which is structured as a paid work experience in selected social agencies.

Byerly, Carl L. "A School Curriculum for Prevention and Remediation of Deviancy." SOCIAL DEVIANCY AMONG YOUTH. Sixty-Fifth Yearbook, Part I, National Society for the Study of Education. Chicago: University of Chicago Press, 1966. pp. 221-257.

Focuses largely upon the development of a school program in those lower class areas in which most children of school age are alienated. Special handling of them is needed to rebuild their egos, and launch them safely into the main stream of adult living on a productive level. Discusses (a) the case for compensatory education, (b) improved practice in programing, (c) modification of teaching and learning experiences, (d) creating climates for learning, (e) instructional materials, (f) pre-school and nursery education, and (g) promising practices in curriculum revision. Concludes that final solutions for the problems of dropouts, unemployment of youth, and the delinquency in schools indicate a new role for the teacher and new emphasis on education both at the preservice and in-service levels.

Connor, Caryl. "The Teacher Corps." AMERICAN EDUCATION 3: 13-19; April 1967.

Outlines the purposes of the Teacher Corps programs and presents an overview of its realizations in five underprivileged areas: from haircuts to community newspapers, from teenage activities to wider horizons for adults, from the recruiting of bright young teachers to the fostering of alliance between schools and colleges and communities.

Denny, David and Turner, Richard. "Teacher Characteristics, Classroom Behavior, and Growth in Pupil Creativity." Paper presented at the American Educational Research Association, New York, February 1967.

Explores relationships among teacher characteristics, their classroom behavior, and growth in pupil creativity.

Findings were achieved through testing, observation, and responding to questionnaire.

Edwards, Bentley T. "Teacher Attitudes and Cultural Differentiation." JOURNAL OF EXPERIMENTAL EDUCATION 35: 80-92; Winter 1966.

Reports the following results of a study: (a) a valid, reliable instrument is available to test teacher attitudes relevant to the teaching of underprivileged children; (b) teachers adjust to new experience by means of free-ranging discussions which permit them to imagine appropriate classroom behavior consonant with their present attitudinal orientation; (c) changes in the perception of the teacher regarding themselves and others and increased ability to use their personal selves with their attitudes largely unchanged could well have escaped the evaluation designed and prepared for this study. To be useful to the teacher information from the behavioral sciences must be translated by themselves, or by others, into anecdotes describing concrete classroom behavior. Teachers can use the fresh information to sharpen their perceptions and if need be add to their repertoire of techniques, so that their habitual classroom behavior will be enlightened.

Epstein, Jack; Fink, Cecelia; and Hauserman, Billy. "Teachers for the Disadvantaged." NATIONAL ELEMENTARY PRINCIPAL 46: 13-16; January 1967.

Teacher education institutions have not prepared teachers to meet the special needs of the disadvantaged. States that the major aim of Project Mission is to find new and better ways of preparing teachers to work in schools in underprivileged areas. This project involves the partnership of the Department of Education of Baltimore and three colleges. Each college supplies ten students and professional staff. Interns spend one-half day teaching and one-half day in college courses taught in public schools. Indicates emphasis in program is on ways to impart communication skills, methods of teaching reading, the thinking process, and teacher-learner interactions. Finds that eager, dedicated students are anxious to work in the inner city schools.

Getzels, J. W. "Pre-School Programs." TEACHERS COLLEGE RECORD 68: 219-228; December 1966.

Summarizes the research in the area of cultural deprivation in the pre-school years. Provides an overview of programs. Raises two types of questions: first, those concerned with operational problems and second, those concerned with long-term underlying problems involving such issues as the consequences of letting current educational values determine our criteria.

Jablonsky, Adelaide, editor. IMPERATIVES FOR CHANGE. Proceedings of the New York State Education Department Conference on College and University Programs for Teachers of the Disadvantaged. New York: Yeshiva University, April 1967.

Contains summaries and reactions to nineteen discussion debates which considered the problem of improving education programs for teachers of the disadvantaged. Groups the reports into four categories: (a) concern for attitudes and behavior, (b) concern for people, (c) concern for techniques, and (d) concern for special curriculum aspects. Concludes that it is imperative that specifically geared programs to prepare teachers for the disadvantaged be designed and implemented in the colleges and universities of this state.

Klopf, Gordon J. and Bowman, Garda W. TEACHER EDUCATION IN A SOCIAL CONTEXT. New York: Mental Health Materials Center, 1966.

Reports the results of Porject Aware and numerous other programs for the preparation of teachers who will work with disadvantaged children and youth. The study indicates that it would appear essential that teacher education curriculum deal intensively with the processes of change both theoretically and experientially. The findings imply that the teacher education process itself needs a stronger component of developing professional teaching competencies through a much wider range of field experiences and student teaching. Attention must also be given to development within both the teacher and the student of an adequate self-concept. Within the teacher must be developed a spirit of inquiry and innovation for experimenting with organization and structure of learning.

Lunstrum, John P. "The Peace Corps as Educator: Some Critical Issues." LIBERAL EDUCATION 53: 187-195; May 1967.

States that the concept of the Peace Corps is not the property of a highly romanticized federal agency which has the power to acclaim its success in the press and bury its failure in classified reports. Recommends that the best way to preserve and extend the Peace Corps ideals in education is to involve higher education to the fullest extent possible.

Maracvillo, Leonard A. and Penfield, Kathleen. "A Northern Urban Community's Attitudes toward Racial Imbalances in Schools and Classrooms." SCHOOL REVIEW 74: 359-379; Winter 1966.

Calls upon schools to assist in the assimilation of Negro children into contemporary American Society. Considers two problems of northern communities related to segregation: (a) the changing of school boundaries within districts to promote school-wide integration and (b) the modification of ability groupings to promote individual classroom integration. Reports that most of the opposition to desegregating schools was concentrated among the older, upper-class white members of the community. Major support for the reduction or elimination of ability groupings came from the Negro citizens of the community.

Mason, R. E. "Decline and Crisis in Big-City Education." PHI DELTA KAPPAN 48: 306-310; March 1967.

Traces the growth of large cities and the status of the teacher in a large city school system. Asserts that educational policy must catch up with the social changes which have changed American society. Evidence shows that public education has remained strongest in smaller, self-contained cities rather than in large urban areas, such as are developing today.

Morrison, Virginia Bailey. "Teacher Pupil Interaction in Elementary Urban Schools." CLASSROOM INTERACTION NEWSLETTER 2: 33-37; November 1966.

Uses the OScAR technique of measuring aspects of teacher-pupil interaction and video taped recordings to examine five areas of interaction: (a) class activities, (b) teaching styles and pupil responses, (c) sensory emphasis, (d) use of instructional materials, and (e) classroom emotional climate. Detailed and precise findings are reported.

Noar, Gertrude. THE TEACHER AND INTEGRATION. Washington, D.C.: NEA, National Commission on Teacher Education and Professional Standards, 1966.

Presents a constructive and practical approach for solving the learning disabilities of minority group children. Describes implications for teacher education.

Olsen, Edward G. "Teacher Education for the Deprived: A New Pattern." SCHOOL AND SOCIETY 95: 232-234; April 1967.

Discusses an experimental teacher education program at two California state colleges labeled Operation Fair Chance. The objective of the program is to help prospective and experienced teachers develop empathetic attitudes toward the culturally deprived, to find more effective ways of teaching disadvantaged children, and to produce new learning materials in this area.

Passow, A. Harry; Goldberg, Miriam; and Tannenbaum, Abraham J. EDUCATION OF THE DISADVANTAGED. New York: Holt, Rinehart and Winston, 1967.

Deals with both the theoretical issues and practical school situations. Chapters discuss the setting of the problems, minority groups, factors affecting school achievement, and education and teachers for the disadvantaged. Readings written by leading specialists in sociology, education, psychology, and teaching "underscore the need for testing and evaluating new procedures."

Strom, Robert D., editor. THE INNER-CITY CLASSROOM: TEACHER BEHAVIORS. Columbus, Ohio: Charles E. Merrill Books, 1966.

Addresses itself to aspects of teaching in low-income areas of our cities. Contributors describe teaching behaviors pertaining to teacher aspiration and attitude, value difference, fostering creative behavior, improving students' self-concept, diminishing teacher prejudice, motivation, discipline, and reaching parents. Most chapters are enriched with findings drawn from research studies.

Taba, Hilda and Elkins, Deborah. TEACHING STRATEGIES FOR THE CULTURALLY DISADVANTAGED. Chicago: Rand McNally, 1967.

Deals with cultural deprivation in the school situation. Discusses social and psychological factors, diagnoses the situation and develops guide lines for "interpreting the descriptive learning experiences" presented in the text. Describes programs developed for two groups of upper elementary students and attempts to assess the results of these programs. Emphasizes the need to restructure both the content and the process of education to make an impact on these students.

U.S. Office of Health, Education and Welfare, Office of Education. NATIONAL CONFERENCE ON EDUCATION OF THE DISADVANTAGED. Washington, D.C.: Government Printing Office, 1966.

Includes the major addresses and summaries of the panel discussions of the conference held during July of 1966 for representatives involved in Title I projects throughout the country. Serves as a search for relevant questions rather than an exchange of solutions. Gives direction to future programs for the disadvantaged.

American Association of Colleges for Teacher Education. CHANGING DIMENSIONS IN TEACHER EDUCATION. Twentieth Yearbook. Washington, D.C.: the Association, 1967. "Media Project Reviews the Workshop in Teacher Education." p. 2.

Reports on the national workshop in teacher education held at the University of Maryland in January 1967. Gives a brief account of the procedures followed. Lists the techniques presented the first day: (a) interaction analysis, (b) non-verbal behavior, (c) micro-teaching, and (d) simulation, presented on video tape and followed by a seminar. Discusses briefly the second day's activities in attempting to integrate the four presentations. Presents implications for teacher education.

CARLETON COLLEGE USE OF VIDEO TAPES IN TRAINING SECONDARY SCHOOL TEACHERS. Northfield, Minnesota: Carleton College, 1966.

Reports on the use of video tapes as part of the professional preparation of teachers. Various instructional strategies for slow and gifted learners, different approaches to discipline problems, and various methods of teaching were included in an analysis of three hundred hours of recorded tapes. Subjective evaluations of the tapes by instructors and students have noted the value of this type of analysis.

Hansen, Duncan N. "Computer Assistance with the Educational Process." REVIEW OF EDUCATIONAL RESEARCH 36: 588-603; December 1966.

Focuses on theoretical and experimental developments that either employ computer-assisted instruction (CAI) as a research tool or focus on CAI as an educational system. Lists the existing CAI systems, and describes the existing CAI languages. Examines the applications of CAI: drill and practice, testing, tutoring. Reviews the uses of CAI in research: development of quantitative instructional models, simulation models of cognitive processes, processing of natural language, psychological experimentation.

Jenkins, Esther C. THE EFFICACY OF VIDEOTAPES AND DIRECT OBSERVATION FOR TEACHING OBSERVATIONAL SKILLS. Honolulu: University of Hawaii, 1966.

Reports a study undertaken to test the potential use of video taped classroom situations for the purpose of developing observational skills. A combination of video tape and direct observation is the best and most agreed-upon teaching technique.

Johnson, M. Clemens. "Simulation of Classroom Variables by Computer." AMERICAN EDUCATIONAL RESEARCH JOURNAL 4: 289-293; May 1967.

Describes an illustrative computer program designed to generate data from descriptive statistics instead of generating statistics from data. The data generated by the computer resemble data observed in a real sample of fourth-grade classes.

Katzenbach, Edward A. "Industry Can Serve." PHI DELTA KAPPAN 48: 191-193; January 1967.

Asserts that new lines of communication must be opened up between educators and leaders of the new education industries. Declares that while educators are correct in questioning the profit motive, this motive alone will not enable a company to succeed. Concludes that cooperation between education and these industries will be an important step toward upgrading the quality of education.

Keppel, Francis. "The Business Interest in Education." PHI DELTA KAPPAN 48: 186-190; January 1967.

Declares that the new educational technology will not create new curriculum ideas or content but merely make techniques and devices widely available. It will create new patterns of deployment of teachers, but curriculum decisions will still be those of the educator.

Longhary, J. W. "Can Teachers Survive the Educational Revolution?" PHI DELTA KAPPAN 48: 204-207; January 1967.

Asserts that educational technology will produce a major revolution in teaching techniques and competency. Suggests that teacher education programs be articulated with the new technology. Also suggests that in-service teachers become familiar with the new technology in order to properly evaluate the role of technology in education. States several ways by means of which this might be accomplished.

Mager, Robert F. "The Instructional Technologist." EDUCATIONAL TECHNOLOGY 7: 1-4; May 1967.

Attempts to define a graduate curriculum appropriate to the development of some sorely needed, but as yet nonexistent, instructional technologists to operate at various levels of our educational system.

Mars, Walter J. "Developing Appropriate Media Competencies." JOURNAL OF TEACHER EDUCATION 17: 430-436; Winter 1966.

Examines the competencies needed by teachers in the newer media areas and the approaches to achieving these competencies. Before media competency is established a conceptual understanding of the value of media must be developed.

Melvin, Kenneth. "McLuhan the Medium." PHI DELTA KAPPAN 48: 488-491; June 1967.

Discusses McLuhan and his proponents who have relied so heavily upon his work to make a rationale for the entrance of big business into education. Declares that this is really an ominous step for education and discusses McLuhanism point-by-point.

Miller, Richard I. "Educational Technology and the Classroom Teacher." CHILDHOOD EDUCATION 43: 276-279; January 1967.

Suggests that it is important for educators to maintain the dynamic and qualitative dimension of education at a level which will attract the cooperation of those involved in technological development. Cites need to apply the systems approach to the use of instructional technology. Says technological innovation needs to be carefully meshed with curriculum development. Discusses need for preparation of teachers in use of innovations. Urges that teachers have a positive attitude toward innovation and that their thinking be ahead of the educational technologist. Recommends that technologically based corporations be encouraged to involve qualified teachers in their work. Asks that the differing functions of teacher and teaching machine be clearly defined.

Olivero, James. THE USE OF VIDEO RECORDINGS WHEN SUBSTITUTED FOR LIVE OBSERVATIONS IN TEACHER EDUCATION. Palo Alto, California: Stanford University. (Mimeo.)

Examines video recordings and live observation in teacher education. Reports that students need to have feedback in order to change. Verbal plus video feedback was superior to verbal feedback only. University supervisors seemed to be more powerful than school supervisors. Indicates that although only certain selected behaviors seemed to change as a result of the various feedback treatments, the use of the video recordings may be a more efficient, if not more powerful, means of producing desired changes in behavior.

Paterson, Harold W. "To Look and Look Again." JOURNAL OF TEACHER EDUCATION 18: 206-210; Summer 1967.

Suggests the following uses of tape recorders in the preparation of teachers: (a) as an introduction to and practice in observational techniques; (b) as a supplement to live observations by providing a wide range of teachers, students, and subjects; (c) as raw data for the analysis of classroom behavior; and (d) as illustrations of specific teaching methods.

Popham, W. James. "Instructional Video Tapes in Teacher Education." A-V COMMUNICATION REVIEW 41: 371-376; Fall 1966.

Reports a study conducted at UCLA which was designed to test the efficacy of four video taped instructional sequences in bringing about certain behavioral changes in prospective teachers relevant to their subsequent classroom behavior. Contrasts three groups, those who received no instruction, those with brief audio or written instruction, and those with brief instruction plus video tape programs. Found significantly high correlation between the video taped instruction and the teachers' performance in a similar situation.

Rosenblum, Beth Wieder. "A Study to Assess the Effect of Training in Techniques of Programed Instruction Upon the Ability to Teach Undergraduate Students Enrolled in a Methods of Teaching Course." Unpublished doctoral dissertation. New York: Teachers College, Columbia University, October 1966.

Attempts to determine whether programed instruction can be used in teacher education in such a way that the students will internalize and consequently alter their teaching behavior. Asks whether such a change in teaching behavior will affect the learning of pupils taught by these teachers. Concludes that, within a manageable research situation, significant changes of this nature can result.

Schueler, Herbert and Lesser, Gerald S. TEACHER EDUCATION AND THE NEW MEDIA. Washington, D.C.: American Association of Colleges for Teacher Education, 1967.

Focuses on trends in teacher education, functional characteristics of teacher education programs, and media. Suggests use of media in teacher education. Centers attention on the present status of media research in teacher education, research evidence on the role of media in teacher education. Greatest contribution of media to teacher education lies in two areas of research: (a) establishing clearer, more commonly-accepted and applicable standards of teaching performance and (b) conducting basic research into teaching and learning processes which underlie teacher education.

Schurdak, John J. "An Approach to the Use of Computers in the Instructional Process and an Evaluation." AMERICAN EDUCATIONAL RESEARCH JOURNAL 4: 59-73; January 1967.

Compares the learning achievement of three experimental groups. Each received individual instruction in three different ways: by computer, programed text, and conventional text. All subjects studied a portion of a FORTRAN course. On an achievement test administered at the end of the experiment, the computer group's mean score was significantly higher than the mean scores of either of the other groups. The computer program made considerable adjustments to individual differences in ability to learn the material.

"'Teach Along' with Videotape." EDUCATIONAL TECHNOLOGY 7: 17-19; April 1967.

Reports a study of the Associated Colleges of the Midwest in which student teachers are given the opportunity to "teach along" with a regular classroom teacher via video tape. Tapes are stopped at crucial points to allow students to make decisions. Concludes that video tapes are valuable to student teachers both for this view of teaching and in the evaluation of their own beginning teaching with a supervisor.

Uslan, David T. "Computer-Assisted Instruction." MINNESOTA JOURNAL OF EDUCATION 47: 10-11; April 1967.

Explains how the computer is about to enter the domain of individualized instruction. Computer assisted instruction is capable of recognizing and building upon elements of basic learning theory described by Piaget. As a form of programed instruction, the computer is a vehicle for highly individualized teaching.

Yeazell, Mary. "Phads and Phantoms in American Education." PEABODY JOURNAL OF EDUCATION 44: 333-340; May 1967.

Assails the impact federal funds have had on education. The impact has created a technological influence on the curricula while the problems of inadequate classrooms, poorly trained teachers, and impoverished environments remain.

American Association of Colleges for Teacher Education. EVALUATIVE CRITERIA FOR ACCREDITING TEACHER EDUCATION. Washington, D.C.: the Association, 1967.

Reports the recommendations of ten members of the Evaluative Criteria Study Committee which was appointed to carry on "a systematic program of evaluation of standards and development of new and revised standards." Intended to stimulate discussion and involvement by all persons in the field in the process of appraising and revising the current accrediting standards. Deals with the major issues in accreditation: the nature of teacher education, the purposes of accreditation, the aspects of the programs selected for evaluation, the nature of the criteria to be used in evaluation.

Austin, C. Grey. "Editorial: Recruiting College Teachers." THE JOURNAL OF HIGHER EDUCATION 37: 513-515; December 1966.

Makes some recommendations, based on research findings, to colleges that wish to contribute systematically to the future supply of college teachers. Recommendations deal with the patterns of student life, the relations between students and faculty members, student organization, teaching experiences, and accurate information about college-teaching careers.

Bartels, Martin H. "Index of Teacher Demand Through 1965." THE EDUCATIONAL FORUM 31: 441-445; May 1967.

Indicates demand for teachers in various disciplines based on index derived from data collected by the research division of the NEA. Describes areas of specialty where demand exceeds supply and suggests that the index has value to future teachers in terms of employment in various fields of teaching.

Etten, J. T. "Can Anybody Teach?" PEABODY JOURNAL OF EDUCATION 44: 136-139; November 1966.

Advocates six steps to better improve the quality of teachers. They are: (a) admit only those who are certain they want to become teachers, (b) advise against teaching those students in academic difficulties, (c) screen for physical fitness, (d) administer psychological tests, (e) provide teaching experiences prior to a practice teacher assignment, and (f) place student teachers in schools appropriate to their interests and abilities.

Fite, E. "Professional Certificate for Teachers: Five Year Teacher Education Program." PEABODY JOURNAL EDUCATION 44: 276-278; March 1967.

Elaborates the post-baccalaureate program adopted by the State Board of Oklahoma and implemented on October 1, 1967. A Professional Certificate for Teachers is awarded upon the completion of thirty-two hours, or thirty hours and a thesis. A minimum of eight semester hours in professional education, eight semester hours in specialized education, and sixteen hours of elective work is characteristic of the program. Three years of satisfactory school experience and an Oklahoma standard or life certificate is prerequisite.

Glass, H. Bentley. "The Most Critical Aspect of Science Teaching." THE SCIENCE TEACHER 34: 19-23; May 1967.

Recommends renewable certification for science teachers rather than permanent certification since the science teacher must engage himself in a never-ending continuation of his education. Renewal of certification should depend upon completion of work which brings the teacher into contact with new materials in subject matter and methodology and that compels a reexamination of existing curricula and objectives. Describes and discusses the Science Education Centers established in Japan which have produced significant improvement in science teaching. Recommends that every science teacher should participate in at least one full week-long course of extended training each year.

Jones, Reginald L. "Research on the Special Education Teacher and Special Education Teaching." EXCEPTIONAL CHILDREN 33: 251-257; December 1966.

States that the need for teachers in special education continues and suggests that research related to special education teaching as a career field may aid in effective recruitment. Describes research findings relating to selection of special education and preferences in choice of exceptionality. Indicates need for total research program to explore individually classes of variables relevant to attraction to special education teaching, to combine the most promising of these into a model and finally to test the predictive efficiency of the model. Suggests that if predictive variables are identified recruitment methods could be more effective.

Kinney, L. B. "Trends in Certification Practices for Secondary Schools." HIGH SCHOOL JOURNAL 50: 316-323; March 1967.

Examines the nature of certification requirements; the criticisms, challenges, and attacks in literature; the influence of certification on the quality of programs of teacher preparation; and the role of the organized profession of education in certification revision. Rejects the movement to modify certification so as to incorporate the necessary features of licensure. Asserts that the quality of professional leadership that emerges in the next few years will determine whether education will establish itself as a profession with licensure or revert to the status of a craft under civil service.

Major, John R. ACCREDITATION IN TEACHER EDUCATION--ITS INFLUENCE ON HIGHER EDUCATION. Washington, D.C.: National Commission on Accrediting, 1965.

Report of a study of influence on higher education. Describes accreditation on the state, regional, and national levels with emphasis on NCATE Evaluation. Discusses effect of accreditation on teacher education programs in terms of emphasis on course sequence, faculty qualification, higher admission standards. Recommends areas of improvement in accreditation practice.

Melaro, C. Z. and Davies, Don. "Comments on Teacher Certification." NEA JOURNAL 55: 18-20; September 1966.

Declares that state certification laws are badly in need of reform. Suggests several goals that are possible within the next decade in order to achieve uniform reforms. Asserts that professionalized teaching is in jeopardy unless reform is accomplished.

National Education Association, Research Division. TEACHER SUPPLY AND DEMAND IN PUBLIC SCHOOLS, 1966. Washington, D.C.: the Association, 1966.

States that the demand for teachers in 1966 exceeds that of supply during the same period. Reports specifically the following: (a) between September 1, 1965, and August 31, 1966, 200,919 persons completed teacher preparation programs with the bachelor's degree, an increase of 5.6 per cent over the number reported for the previous year; (b) the estimated number of new teachers needed to attain minimum levels of quality in staffing characteristics in 1966 comprises 232,500 in elementary schools and 132,000 in high schools, making a total of 364,500; (c) teacher demand based on the Quality Criterion Estimate, however, exceeds the expected supply of new teachers by 169,300 (141,800 at the elementary school level and 27,500 at the high school level) provided the turn-over and re-entry rates of qualified experienced teachers approximate that of recent years; (d) the number of new teachers needed in 1966-1967 as projected from trends in the improvement of staffing characteristics in recent years with an adjustment for the expected influence of the Elementary and Secondary Education Act of 1965 (Adjusted Trend Criterion Estimate) comprises 128,400 in elementary schools and 104,000 in high schools making a total of 232,400; (e) based on the Adjusted Trend Criterion Estimate of demand, however, with allowance for variation in the turn-over and re-entry of experienced teachers during recent years, the estimated shortages of beginning teachers include: between 37,700 and 66,500 in elementary grades, between 2,000 and 6,400 in English, in mathematics, and in the natural and physical sciences; between 3,700 and 5,300 in specialized subjects in high school grades, including guidance, special education, remedial teaching; as many as 1,800 in commerce; and, as many as 1,000 in home economics, in library science, in industrial arts, and in agriculture.

New York City Board of Education. OPERATION P.R.I.M.A. RECLAIM. New York: the Board of Education, 1967.

Describes a project to recruit teachers of Puerto Rican extraction to improve the ethnic composition of school staffs in New York City. Of the one hundred eight eligible applicants, sixty-nine became active participants.

Stinnett, T. M. "Teacher Certification." REVIEW OF EDUCATIONAL RESEARCH 37: 248-259; June 1967.

Reports similarities and differences in certification requirements within the fifty states for elementary, secondary and administrative positions. Discusses interstate certification, authority, and advisory certification bodies, number and types of teacher education institutions, and the use of examinations. Concludes with criticisms of certification and cites seven trends.

"Teaching as Beneficiary of Service." SCHOOL AND SOCIETY 95: 68-69; February 1967.

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Presents guidelines on the important tasks and responsibilities of the Supervising Teacher in Teacher Education. Included in the paper are sections on selection of the supervising teacher and setting for the supervising teacher with specific recommendations.

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Presents summaries of research on student teaching in the following topics: problems of student teachers, follow-up studies of first-year teachers; value of student teaching as seen by student teachers, teachers, and administrators; changes during student teaching as measured by pre-tests and post-tests; and needed research in student teaching programs.

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Presents an up-to-date, comprehensive report on Mental Health and Teacher Education. Examines the meaning of mental health as defined and its importance to teacher education. Presents and develops a theoretical position in teacher education and mental health; reports the four National Institute of Mental Health projects in teacher education with interpretations of findings for the improvement of teacher preparation programs; gives a comprehensive review of research and includes a brief but hard hitting summary of the implications of the yearbook for teacher education.

Association for Student Teaching. PROFESSIONAL GROWTH IN-SERVICE OF THE SUPERVISING TEACHER. Forty-fifth Yearbook. Dubuque, Iowa: Wm. C. Brown Co. Inc., 1966. 198 pp. $4.75.

The Yearbook is designed to foster change by providing both the ends and means for in-service education. Pays major attention to the importance of the supervising teacher and the factors related to improvements of his ability as a supervisor; identified and described special characteristics of teachers and analyzes illustrative programs of in-service. The last chapter assesses the material and indicates some subsequent steps for improving the program in teacher education.

Association for Student Teaching. THEORETICAL BASES FOR PROFESSIONAL LABORATORY EXPERIENCES IN TEACHER EDUCATION. Forty-fourth Yearbook. Dubuque, Iowa: Wm. C. Brown Co. Inc., 1965. 198 pp. $3.50

Gives the papers presented at the Annual Meeting of The Association for Student Teaching in Chicago, February 1965. The two basic objectives of this Yearbook are: "(1) the presentation of the theories underlying (a) specific aspects of professional laboratory experiences, (b) the supervision of these experiences, and (c) the financial support needed to insure the highest quality of experiences and (2) the reporting of (a) research related to the identification and implication of these basic theories and (b) implications and priorities developing from the studies."

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Consists of papers presented at an AST conference. Explores such aspects of the problem as the nature of current research, the type of research that needs to be done, the place of teaching studies in the total teacher education programs, present programs involving preservice and in-service teachers in the study of teaching, and possible new approaches to using basic research on teaching in teacher education. Focuses primarily on the use of research on teaching rather than on the process of such research; thus, the language of the book is that of the practitioner in education rather than that of the researcher. Its thesis is that the study of the teaching process can bring about improvements in teaching and that, therefore, the student teacher should engage in studying various styles of teaching as well as in practice teaching.

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Examines interaction of the new roles in teacher education which have developed as a result of the student teacher's move from the campus laboratory school into off-campus cooperating schools. A framework is supplied for anaylzing the components of the role theory and recommendations are made for its application.

Fullerton, Bill J. and Griffith, LeRoy H. THE STUDENT TEACHER AND TEAM TEACHING. Association for Student Teaching Bulletin #25. Dubuque, Iowa: Wm. C. Brown Co. Inc., 1966. 61 pp. $1.25.

Presents information on team teaching which would be useful to the student teacher, the supervising teacher, and the college supervisor. Special attention is given to the role students assume in the team teaching process.

Jensen, Janet and Norman. THE STUDENT TEACHER: MANAGING AN ELEMENTARY CLASSROOM. Association for Student Teaching Bulletin #23. Dubuque, Iowa: Wm. C. Brown Co. Inc., 1964. 30 pp. $1.00.

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Produced jointly by The American Association for Colleges of Teacher Education and The Association for Student Teaching as the product of the Workshop-Symposium held in 1966 on School-College Relationships in Teacher Education. Focuses on the needed cooperative efforts of the schools and teacher preparing institutions in providing professional laboratory experiences in teacher education programs. The attention shown by state departments of education, by the Federal Government, and by professional associations and other agencies underlines the importance of this concern.